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ABSTRACT

This report documents the Massachusetts Statewide Assessment of Basic Skills in speaking and listening that was conducted during the 1979-80 school year. The four chapters of the report provide information about (1) the survey design and methodology, (2) the performance of twelfth grade students in listening, (3) the results of two measures of twelfth grade students' speaking performance, and (4) background of the study. Appendixes contain information about the schools participating in the study, copies of the instruments used, and general formulas. (FL)

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ED197402

MASSACHUSETTS ASSESSMENT OF BASIC SKILLS 1979-80

TECHNICAL REPORT

LISTENING • SPEAKING

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PREFACE

Three reports document the Massachusetts Statewide Assessment of Basic Skills in speaking and listening that was conducted during the 1979-80 school year. They are:

- Massachusetts Assessment of Basic Skills 1979-80: Summary Report
- Massachusetts Assessment of Basic Skills 1979-80: Technical Report
- Massachusetts Assessment of Basic Skills 1979-80: Development Report

The purpose of the Summary Report is to describe the statewide listening and speaking assessments and to summarize the assessment results. The Technical Report supplements the Summary Report and provides further documentation of the design, methodology and results of the assessment. The Development Report documents the procedures for and results from establishing reliability, validity and equivalence of the test instruments.

The following report is the Technical Report. Information presented in the Summary Report and Development Report is not replicated in the Technical Report, except when necessary for explanations of procedures or statistics. Therefore, the Technical Report should be read in conjunction with the other reports. All three reports are organized in a parallel manner.

Limited numbers of copies of all reports are available from the Bureau of Research and Assessment and the Regional Educational Centers of the Department of Education.

I. SURVEY DESIGN AND METHODOLOGY

Background

For the sixth consecutive year the Massachusetts Department of Education conducted a statewide educational assessment. The 1979-80 assessment focused on the basic skills of listening and speaking. The assessment fulfills two purposes. First, it provides statewide information about the performance of 12th graders in listening and speaking. Second, it provides information necessary for developing equivalent assessment instruments in listening and speaking that may be used by school districts in future years. Both purposes address requirements of the Massachusetts Basic Skills Improvement Policy.

The scope of the assessment was established by the listening and speaking objectives identified in the Basic Skills Improvement Policy and Regulations. These objectives focus on skills essential for everyday functioning in school, employment and community settings. They are minimal competencies that all students should master before leaving high school. Thus, the goal of the assessment is to measure the most important and basic listening and speaking skills, not the full range of skills within these areas.

The assessment was designed and implemented by the Education Commission of the States (ECS), a private, nonprofit organization located in Denver, Colorado, under contract to the Massachusetts Department of Education. ECS worked closely with the Department of Education on all phases of the assessment. Critical aspects of the project were reviewed by various state groups and committees including the State Board of Education, the Department of Education's Bureau of Equal Educational Opportunity, the Basic Skills Improvement Advisory Committee, the Communication Skills Advisory Committee and the Listening/Speaking Skills Advisory Committee. The purpose of these reviews was to assure that the assessment reflected the intent of the Basic Skills Improvement Policy and that instruments were reliable, valid, free of bias and could be easily utilized by school districts in the future.

Any large scale sample survey is subject to various types of errors. Some of these errors are random -- errors that result from sampling. The magnitude of sampling errors may be estimated by using statistical procedures. Other errors are systematic and

may be introduced during the development of instruments, data collection and handling, scoring and data analysis. For example, one test administrator might allow students extra time to complete a test, or a student might put his or her answers on the wrong part of the answer sheet. These nonsampling, nonrandom errors rarely can be quantified. In the present project every attempt was made to control systematic errors through uniform administration and scoring procedures and rigorous quality control in all phases of the assessment. The following sections describe the major aspects of the survey design and methodology, including instruments, sampling design, data collection and handling, and data analysis.

Instruments

For the listening assessment, groups of students listened to material on a tape recording and then answered multiple-choice questions about what they heard. The instrument is unique in that the passages students listened to represent typical spoken language such as news stories, public service announcements, commercials and conversations. Most existing listening tests use typical written material which is read aloud.

The speaking assessment had two parts. For the first part, two teachers who had a student in class independently assessed the student using a set of speaking rating scales. The teachers based their ratings of a student on their observations of the student's typical speaking performance during normal classroom activity over a specified period of time. For the second part, a trained rater assessed the student's speaking performance in a one-on-one situation. The rater gave the student several specific speaking tasks and then rated the student's performance on each task using the same speaking rating scales used by the teachers.

In addition to the assessment of listening and speaking performance, background questionnaires were administered to students, teachers and principals. They included questions about general school and student characteristics and questions about specific factors that might influence listening and speaking performance. This information was collected to provide baseline information prior to the implementation of the Basic Skills Improvement Policy and to help explain the performance of students on the listening and speaking assessment.

Sampling Design

Requirements of the Sampling Design

The assessment utilized a stratified, multistage procedure to obtain the sample of public high school seniors. The sampling plan for the statewide assessment was designed to meet several requirements:

- To be representative of all 12th graders in Massachusetts public schools except students who are non-English-speaking or handicapped (physically, mentally or emotionally) in such a way that they could not respond to the assessment
- To provide estimates of mean performance with standard errors equal to or less than 1.0 for all 12th-grade students in public schools
- To provide estimates of mean performance with standard errors equal to or less than 1.5 for 12th-grade students in public schools within each kind-of-community stratum
- To attempt to provide estimates of mean performance with standard errors in the range of 1.5 to 2.0 for blacks and all minorities combined in the 12th grade in public schools

Stratification

The sample was stratified into the four kind-of-community (KOC) categories that have been used in previous statewide assessments. The KOC categories are defined as follows:

- BIG CITIES: generally refer to communities designated as central cities according to the 1970 U.S. Census. Examples of Massachusetts big cities (although not necessarily in the sample) include Brockton, Haverhill, Holyoke, Lawrence, Worcester.

- INDUSTRIAL SUBURBS: generally include three types of communities -- suburbs in the inner-Boston circle with below-average family income (below $16,000) and with more than 20% commercial and 7% industrial land use; suburbs in the outer-Boston circle with below-average family income and with more than 20% commercial land use; and suburbs of central cities other than Boston with below-average family income and with more than 20% commercial and 7% industrial land use. Examples of industrial suburbs are Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee and Monson.

- RESIDENTIAL SUBURBS: generally fall into three categories -- suburbs of Boston (not industrial suburbs) with average family incomes up to $16,000; suburbs of Boston (not industrial suburbs) with average family incomes over $16,000; and suburbs of central cities other than Boston with above-average family incomes. Examples include Arlington, Braintree, Framingham, Scituate, Walpole, Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

- OTHER COMMUNITIES: generally include the following types -- resort towns in the Cape Cod area; resort towns in the Berkshire area; suburbs of cities other than Boston (not industrial suburbs) with below-average family income (below $16,000); towns with below-average family income and industrial/commercial land use; towns with below-average family income that are nonindustrial, noncommercial and nonresort areas; and communities with a population of less than 2,500 inhabitants but not resort areas. Examples of small towns and other communities include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Clifford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

Table 1-1 gives the proportion of the population in each KOC. A listing of all Massachusetts school districts by KOC can be found in Appendix A.

TABLE 1-1. Sample Specifications

KOC Stratum	Porportion of Population[j]
1. Big Cities	19.9%
2. Industrial Suburbs	11.5
3. Residential Suburbs	39.1
4. Other Communities	29.4

[j]Based on Individual School Report, Massachusetts Department of Education, Boston, MA, October, 1978.

Sample Allocation

In order to meet the KOC precision requirements, the sample was allocated equally to each kind-of-community stratum, and sampling weights were used to account for stratum size and nonresponse in the data analysis. (See the Data Analysis section of this chapter for a discussion of sampling weights.) Twelve schools were randomly selected from within each KOC stratum for a total of 48 schools across all KOC strata.[1] Within each school, 60 students were randomly chosen for the listening assessment and 18 for the speaking assessment. Across the schools 2,880 students were selected for the listening assessment and 864 for the speaking assessment. It was anticipated that there would be a one-third nonresponse rate due to absenteeism and ineligibility.

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[1]During the assessment, one school was added to complement a school that was selected but did not have the number of seniors required by the sampling plan.

Sampling Procedures

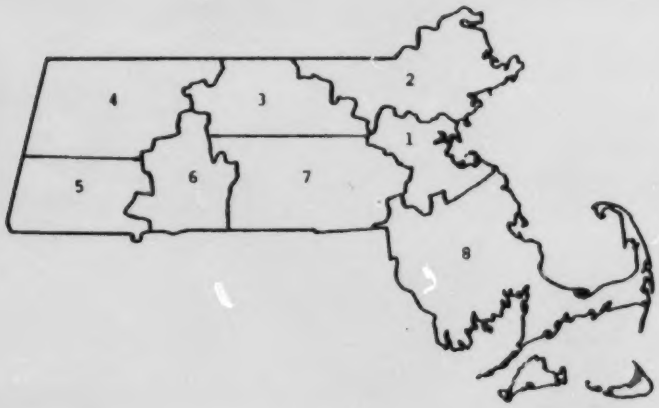
The general steps of the sampling plan were:

Step 1: All schools were divided into the four KOC strata. All remaining steps were conducted independently within each of the strata.

Step 2: To ensure adequate numbers of racial minority students in the sample, each school in the each KOC stratum was classified into one of two substrata on the basis of the percentage of minority students in the school. To form the substrata, the schools were sorted within the KOC stratum by minority enrollment percentage. The high minority substratum is comprised of the schools in the upper quartile (by total number of 12th graders) of this distribution. The second substratum is comprised of the remainder of the schools. For example, if the 20 schools with highest percentage of minorities contain 25% of all 12th graders within the KOC stratum, then these 20 schools constitute the high-minority substratum. Within each KOC, three schools were sampled from the high-minority substratum and nine from the remaining substratum.

Step 3: The schools were classified within each KOC stratum and minority substratum according to the eight geographic regions given in Exhibit 1-1. Within each region the schools were sorted by size (the number of 12th graders). The sort was ascending within regions 1, 3, 5 and 7 and descending within regions 2, 4, 6 and 8. The schools were appended together in regional order. This produced an order for each KOC stratum and substratum that is of the general configuration given in Exhibit 1-2. The purpose of this configuration was to allow control over the distribution of schools by region and size in the selected sample.

EXHIBIT 1-1. Regions Used for Control of Area Representation



1. Boston Region
2. Northeast Region
3. North Central Mass. Region
4. North Pittsfield Region
5. South Pittsfield Region
6. Springfield Region
7. South Central Mass. Region
8. Southeast Region

EXHIBIT 1-2. Arrangement of Schools Within KOC for Sampling Purposes

$(S_{11} < S_{12} < \ldots < S_{1a})$ $(S_{2b} > \ldots > S_{21})$ $S_{31} < \ldots < S_{3c})$ ...

S_{11} is smallest school in Region 1, S_{1a} is largest,

S_{21} is smallest school in Region 2, S_{1b} is largest,

etc.

Step 4: Within each KOC stratum and minority substratum a systematic sample was selected in the following manner:

a. Let N be the total number of students in the substratum and S be the number of schools allocated to the substratum (S=3 for high minority, S=9 for remainder). Let I be the interval and $I=N_S$.

b. Select a random number R between 1 and I, inclusive.

c. With the schools arranged as in Step 3, form cumulative population intervals for each school. With N_i being the number of 12th graders in school i, and C_i being the total number of 12th graders in schools 1 to i-1, the cumulative population interval for school i is the numbers between C_1+1 and C_1+N_1. For example, if school 1 has $N_1=100$ 12th graders and school 2 has $N_2=50$ 12th graders, then the intervals for schools 1 and 2 are 1-100 and 101-150.

d. A school was selected to be in the sample if its cumulative population interval contained one of the S numbers: R, R+I, R+(S-1)I.

This produced a sample of schools that were selected with probability proportional to size, i.e., larger schools had a higher probability of selection than smaller schools. Thus, students in large schools had the same chance of participating in the assessment as students from small schools. Because of the nature of the arrangement of schools, the chances of obtaining a sample in which many regions and various different sized schools are represented was greatly enhanced.

Step 5: Within each selected school, a random sample of 12th graders was selected. A roster of the 12th-grade students was obtained from each school selected for the sample. Students who were ineligible were deleted from rosters. The number of eligible 12th graders was then counted and the possible total number of students available for testing was noted. Next, a list of 78 random numbers between one and the possible total was generated. Students were then selected from the roster using the random numbers. For example, if 141 was the first random number, then the 141st 12th grader on the roster was

selected for participation in the assessment. The first 30 students selected were assigned to the first listening session, the second 30 students to the second listening session, and the last 18 students to the speaking assessment. An additional number of students was also chosen as replacements for students who were absent on the day of testing.

Participation in Testing

Forty-six out of the 48 schools selected agreed to participate. Two schools were replaced by alternates that were selected using a similar sampling procedure.

Table 1-2 presents the actual number of students who participated in the listening and speaking assessment. Student counts are shown for kind of community, sex, and racial/ethnic background. Participation in the assessment was greater than expected, with a participation rate of 77% for listening and 80% for speaking.

Data Collection and Handling

Field Contact

Contact with Superintendents and Principals of schools chosen for the assessment was initiated in January 1980. Specifically, information was supplied regarding the purpose of the assessment, the testing dates, the length of test periods and the number of students required for testing. Superintendents of all sampled school districts received a list naming those schools selected in their districts.

In addition, Principals were asked to identify a school coordinator from their school to assist in the testing. The school coordinators attended one day of training outside the school and assisted with one day of testing within the school.

Each selected school was asked to submit a school roster identifying all 12th-grade students eligible for testing. The rosters were used in the random selection of students to be assessed.

TABLE 1-2. Number of Students in the Listening and Speaking Samples by Category

	Listening	Speaking
TOTAL	2,207	691
KIND OF COMMUNITY		
Big Cities	541	170
Industrial Suburbs	554	170
Residential Suburbs	554	179
Other	558	172
SEX		
Male	1,063	337
Female	1,119	348
Unknown	25	6
RACIAL/ETHNIC BACKGROUND		
Black	111	34
Hispanic	69	19
White	1,851	600
Other	52	10
Unknown	124	28

Schools were also briefly informed about the nature of the teacher observation ratings. Details of the ratings were supplied in the training session.

Substantial follow-up activities were performed both by mail and by telephone.

Training Sessions

The testing was conducted by a test administrator hired by ECS. The test administrator was assisted by a school coordinator identified by each participating school. The test administrator was primarily responsible for conducting the one-on-one speaking assessment. The school coordinator was primarily responsible for conducting the listening assessment.

Prior to test administration two training sessions were held. First, the six ECS-hired test administrators were provided with a day and one-half of training. Test administrators were instructed in the overall project design and in use of the one-on-one speaking ratings. The administrators rated taped recordings of students' performance on the speaking situations until they developed reliability in using the rating scales. (See the Development Report for the results of inter-rater and intra-rater reliability.) In addition to conducting the one-on-one speaking assessment, test administrators were responsible for being informed on all aspects of the project and for being a liaison between the school coordinators and ECS.

Secondly, the test administrators and the school coordinators chosen by each school were brought together for one day of training. During this session, school coordinators were informed about the nature of the project and were trained in conducting the listening assessment. In addition to conducting the listening assessment, the school coordinators were also responsible for identifying two teachers for each student selected to participate in the speaking assessment and for distributing the teacher observation ratings and teacher questionnaires. The coordinators also were responsible for distributing the principal questionnaires and notifying the selected students of testing dates and locations.

Both of the training sessions insured standardized testing procedures. In addition, all instructions were documented in manuals for test administrators and school coordinators. Both administrators and coordinators were urged to call ECS or the Massachusetts Department of Education should any special problems arise.

Test Administration

All data collection occurred during March and April 1980. Over 2,800 students participated in the assessment. Of these, 2,207 students took the listening test and 691 students took the speaking test. The students were enrolled in 49 high schools throughout the state.

Listening. In each school, the listening assessment was conducted by the school coordinator in two group sessions on the scheduled test date. During each session, each student responded to the state test plus additional items from an alternate form of the test. The state test included six passages and 22 items. (The state listening test may be found in the Summary Report.) The additional material included three passages and 11 items. Students also responded to a background questionnaire. Each session lasted approximately 60 minutes.

The listening test was designed to be virtually self-contained on a cassette tape. Students were provided with booklets that included instructions and the multiple-choice questions and with answer sheets. Students heard the instructions, then a passage and then questions about the passage. Questions and response options were read aloud from the tape. After each item was read, there was a pause, giving students time to mark their responses on the answer sheet.

Speaking. For the speaking assessment, a set of four speaking rating scales were developed. Each scale measures one dimension of speaking skills. Within each speaking dimension performance is rated using a 4-point scale. (The dimensions and levels of the rating scale are explained in the Speaking Ratings Guide found in the Summary Report.) The speaking rating scales were used in two ways: for teacher observation ratings and for one-on-one ratings.

The teacher observation ratings were completed by teachers in participating schools. For each student in the speaking assessment, two teachers who had the student currently enrolled in class independently rated the student's general speaking performance using the speaking rating scales. Teachers based their ratings of a student on their observation of the student's performance in normal classroom activities over the last semester. Participating teachers completed their ratings and the teacher questionnaire at their convenience during the 3-week testing time frame.

The one-on-one ratings were completed by the ECS test administrators on the scheduled test date. The test administrator assessed students one at a time by giving a student several specific tasks and then rating the student's performance on these tasks using the same speaking rating scales. Each student

responded to the four tasks that constitute the state speaking test. In addition, the student responded to four tasks taken from alternate forms of the test. The assessment session lasted approximately 10 minutes. Either prior to or after the assessment session, the student also completed a background questionnaire, putting his or her responses on an answer sheet.

The test administrator rated a student immediately after the student responded to a task. Later these ratings were transcibed to the student's answer sheet. The test administrator also tape recorded the student's responses. Later these responses were rescored by another reliable rater to check the reliability of raters over time. (See the Development Report for the results of inter-rater and intra-rater reliability.)

Coding, Scoring and Data Processing

Student answer sheets were subjected to an edit at ECS, including: (1) a check on the coding of student, school, racial/ethnic and bilingual information; (2) a check for stray marks and double responses on answer sheets; (3) a check on the coding of test assignments; and (4) a check for correct coding of test administrator's ratings on the speaking answer sheets. Teachers' observation ratings and teacher subject areas were transcribed onto the appropriate speaking answer sheets at this time.

The responses for each student's answer sheet were scanned by optical scanning equipment and put on data files with one record for each student. For listening, each record includes: (1) responses to the state listening test, (2) responses to the alternate items, (3) student background responses, (4) school identification number, and (5) student identification number. For speaking, each record includes: (1) test administrator's ratings on state one-on-one speaking tasks, (2) test administrator's ratings on alternate tasks, (3) teachers' observation ratings, (4) teachers' subject areas, (5) student background responses, (6) school identification number, and (7) student identification number. Identification numbers were used solely for matching relevant data. To insure confidentiality of student responses, lists of student names and corresponding identification numbers were destroyed after data analysis.

The responses to the teacher questionnaire and the principal questionnaire were keypunched, verified and listed on data files. All of the data files were then checked for invalid responses and, if necessary, original data were examined to ensure accuracy.

Data Analysis

Interpreting Results

The purpose of the statewide assessment is to provide an accurate estimate of the listening and speaking skills of 12th graders in public high schools in Massachusetts. Analyses include performance on individual items and ratings and the associated standard errors. The results are also summarized by types of items and ratings and by types of passages and tasks so that judgments may be made concerning the relative performance for various listening and speaking skills and situations. Analyses also include overall instrument performance -- the mean percentage of items answered correctly for the listening test and the mean rating for the teacher observation and for the one-on-one measures. All of the above results are provided for students statewide and for various reporting groups. In addition to the reports on student performance, the results of the background questionnaires are presented.

All of the results are aggregated across students and schools. No individual student or school is identified in any way. Thus, the results reflect the level of performance of students across the state; they do not indicate the level of performance of individual students or schools. Only local assessments could serve that purpose. The present results will provide a baseline against which future programs in the basic skills may be compared.

Results of both the listening and speaking assessments were presented to the Communications Skills and Listening/Speaking Skills Advisory Committees in a one-day meeting. Interpretations and comments suggested by the committees are included in the Summary Report.

The results are based on the performance of a sample of students. Whenever one estimates some property of a population from information based on a sample from that population, it is necessary to keep in mind that the sample estimate will almost never be equal to the desired population value. This is because the entire population has not been measured. If a different sample of the same size and type was selected, it is very likely that the estimate of the population value from the second sample would differ from the estimate from the first sample. However, both samples provide equally good (in a statistical sense) estimators of the desired value.

The standard error is a statistic that provides an estimate of sampling error. Generally speaking, an interval ranging from two standard errors below a sample estimate to two standard errors above can be expected to contain the true population value in 95% of the samples for which such intervals are constructed. For example, if the results from a sample of students indicate that on the average they answered 85% of the items on a test correctly with a standard error of 1.00%, then the true performance of all students may be estimated to be somewhere between 83% (two standard errors below the obtained value) and 87% (two standard errors above the obtained values).

Similarly, in order to estimate whether the difference between two values is a true difference or is due to sampling variation, it is necessary to examine the standard error of the difference. If the difference between two values is greater than two standard errors of the difference, then the observed difference is considered to be statistically significant, with a 95% chance of being correct. If the difference is less than two standard errors, the observed difference may be due to sampling variation.

In examining the results in this report, it is important to keep in mind that all of the data are estimates. The standard errors give an indication of the precision of the estimates. However, the practical importance of results to the education community is not necessarily determined solely by statistical significance. The educational significance of results must be judged by the readers of this report.

Sampling Weights

To achieve the precision requirements at a reasonable cost, optimal sample design principles were employed. These principles led to a sample in which the same number of students were sampled from each of the four KOC strata. The sample design used for selecting students within each of the KOC strata belongs to a class referred to as "Self-Weighting Designs." The chief characteristic of the design is that the simple average of scores of sampled students within any single KOC stratum is an unbiased estimate of the mean performance of all students who belong to that KOC stratum. This is true for any demographic subgroups as long as the computations and inferences are restricted to a single KOC stratum.

However, the simple average of students' scores across all KOC strata is not an unbiased estimate of statewide performance. This is due to the fact that the sample is not an exact microcosm of the population. Although 25% of the sample comes from each of the KOC strata, the number of 12th graders within each stratum in the state population varies widely. Table 1-3 demonstrates the difference between the proportion of students in each KOC stratum for the sample and for the population as a whole.

TABLE 1-3. Distribution of 12th Graders by KOC in the Sample and the Population

	Total Sample		State Population	
KOC Stratum	Number Selected	Percentage of Sample	Number	Percentage of Population
1	936	25%	17,312	19.9%
2	936	25	10,014	11.5
3	936	25	34,033	39.1
4	936	25	25,607	29.4

It can be seen from the table that KOC 1 and KOC 2 are overrepresented in the sample and KOC 3 and KOC 4 are underrepresented in the sample when their percentages in the sample are compared with their percentages in the state population of 12th graders. These differences are taken into account by multiplying the results of student performance for each KOC stratum by the appropriate sampling weight and then computing statewide results. The weight used for a stratum is equal to the total number of 12th graders in the stratum divided by the number of 12th graders from that stratum who were assessed. (See Appendix B for the general formula for computing statistics on performance.)

The above discussion describes the general impact of the percentage of students sampled from each KOC stratum as compared with the percentage of students from each stratum in the total population. More specifically, the actual response rate of students varies from instrument to instrument and from item to item and rating to rating within each instrument. Thus, different

sampling weights must be computed for each analysis based on the actual number of students from each stratum included in the analysis. The number of students assessed from each stratum for each analysis is indicated in the results tables included in this report.

Standard Errors

The estimation of the standard error of a sample estimate depends on what is being estimated, how it is estimated and on the structure of the procedure used to obtain the sample. In the case of the various assessments of listening and speaking, the estimates are all weighted averages of students' scores. Both the weights and the scores are subject to sampling variability; therefore, an appropriate standard error estimate should take this variability into account. There is a variety of procedures available to do this. The procedure used for these analyses, which is perhaps the most widely known, is referred to as the "Taylor-series expansion standard error estimation procedure of a ratio statistic."

There are two features of the various samples which need to be considered in order to appropriately design the standard error estimate. The first feature is the stratification used for sampling. It can be demonstrated that the appropriate equation for the variance (the square of the standard error) of an estimate based on a stratified sample is the sum of the separate variances of the components of the estimate corresponding to each of the strata. That is, if the estimate is of the form

$$x = \sum_{k=1}^{4} x_k$$

where the x_k are the components corresponding to the strata, then the variance of X, Var (X), is equal to

$$\sum_{k=1}^{4} \text{Var } (x_k).$$

The second consideration in the computation of the standard errors arises from the fact that the sample within each KOC stratum was selected in two stages. In the first stage, schools are selected. In the second stage, students within the selected schools are chosen. It is important to account for the clustering of students within schools in the estimation of standard errors. Because of similarity in background, experiences and training, it is possible that a group of 18 (for example) students selected from a single school will be more like each other than a group of 18 students randomly selected from different schools in the

stratum. The implication of this is that estimates of variation using data from clustered samples, but ignoring the fact of the clustering, will tend to be smaller than they should be. Using variance estimates that underestimate the true variation can lead to the erroneous conclusion that the precision of the sample estimate is better than it actually is. In fact, the standard errors computed for this report, which account for the clustering (and the other mentioned sources of variability), are, on the average, twice as large as estimates computed ignoring these concerns.

It can be demonstrated that, in the Massachusetts samples, the bulk of the effect of clustering of students within schools can be accounted for by computing aggregate values for each school and then computing the variance estimates using those aggregate values. (See Appendix B for the general formulas for computing variance and standard error.)

Reporting Results

The listening results are reported in Chapter II. The performance of students in listening is presented for the total test and for items grouped by listening skill and listening situation. Statistics include mean percentages and standard errors for students statewide and by major reporting groups (KOC, sex, racial/ethnic, white and minority, and bilingual and not bilingual). In addition, mean percentages and standard errors for students statewide on the total test are presented for all reporting groups defined by the student background questionnaire.

The speaking results are reported in Chapter III. The performance of students in speaking is presented for each teacher observation and each one-on-one rating. Performance is also summarized across all teacher observation ratings, all one-on-one ratings and for the one-on-one ratings by speaking dimension and speaking task. Statistics include mean ratings and standard errors for students statewide and by major reporting groups. In addition, mean ratings and standard errors for students statewide on the teacher observation ratings overall and the one-on-one ratings overall are presented by all reporting groups defined by the student questionnaire.

The results of the principal, teacher and student questionnaires are presented in Chapter IV. Statistics include the percentage of principals, teachers and students responding to each option of each question from the respective questionnaires.

II. LISTENING

Overview

The purpose of this chapter is to examine the test performance of Massachusetts 12th graders in listening. The results are presented in a variety of ways: (1) for the total test by major reporting groups, (2) for each listening skill by major reporting groups, (3) for each listening situation by major reporting groups and (4) for the total test by all reporting groups defined by the student background questionnaire. The text of the listening passages and items may be found in the Summary Report.

The results reflect the average level of performance of students across the state. The basic measure of performance used in each of the listening analyses is the mean percentage of students correctly responding to a given group of items. The mean, as it is used here, is the weighted average of correct responses for all students in the state or specified group.

Understanding the Tables

Tables of listening results present a variety of statistics in addition to the mean percent correct for all students in the state. Group results are given by kind of community (KOC), by sex, by racial/ethnic group (RACE/ETH), by white and minority (WHI/MIN), and by bilingual and not bilingual (BILNGUAL/NOT BLNG). The minority group combines scores for all blacks, Hispanics and students of other racial/ethnic minority groups. Bilingual students includes students who responded that they learned another language at home before learning English.

The statistics presented in the tables are:

- Mean percentage correct -- P-VALUE
- Standard error of the mean -- SE(P)
- Difference between the mean percentage correct of groups of students and the state -- DELTA-P (Significant group differences are indicated by asterisks.)

- Standard error of the difference -- SE(DP)
- Weighted percentage of students in the state in each group -- PERCENT (BY WGT) OF STATE
- Number of students in each group -- (NCOUNT)
- Confidence intervals within which one would expect the true state or group mean to fall with a 95% chance of being correct. The "X" marks the mean and the dashes (--) mark the range of values within which the score lies.

Students who did not respond either correctly or incorrectly to at least half of the items in a particular analysis were excluded from the analysis. The number of students who were not included in an analysis is given at the bottom of the table.

Percentages given in the tables may not add to 100% due to rounding error.

Performance on the Total Test

Table 2-1 shows the mean percentage correct for all 22 items in the state listening test. On the average, all students (indicated by the label "STATE") correctly answered 88.32% of the items, with a standard error of .53. This means that the "true" performance for all 12th graders within the state falls somewhere between 87.26% and 89.38%. The mean percentage correct is equivalent to about 19.4 out of 22 items correct.

As can be seen from Table 2-1 there are many significant group differences. The results show that there are no statistically significant differences in the performance of males and females, but there are significant differences in the performance of students from various kind-of-community, racial/ethnic and language groups. Even though statistically significant results have been identified, it should be noted that all of these groups of students received mean scores above 80%.

Within the kind-of-community categories, students from residential suburbs performed significantly higher and students from big cities and industrial suburbs performed significantly lower than students statewide. Within racial/ethnic groups, white students performed significantly higher and all other racial/ethnic groups performed significantly lower than students statewide. Bilingual students performed significantly lower and nonbilingual students performed significantly higher than students statewide.

Results reported by groups of students must be interpreted with caution. Because there are fewer students in each group, these results are less precise than those previously reported. Furthermore, in some cases, small differences are statistically significant, and in other cases, significant differences are based on very small numbers of students.

TABLE 2-1. Mean Percentage Correct and Standard Error on the Total Listening Test for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OVERALL MEAN PERCENTAGE
ITEM NUMBERS IN MEAN : 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)
STATE	88.32	0.53	.	.	100.00	2192	(-X-)
ROC							
BIG CITY	85.19	1.46	-3.13*	1.25	20.04	541	(----X-----)
IND SUB	86.31	0.76	-2.01*	0.85	11.51	550	(--X--)
RES SUB	90.13	0.87	1.81*	0.67	39.33	553	(--X---)
OTHER	88.82	0.93	0.50	0.83	29.12	548	(---X--)
SEX							
MALE	88.32	0.61	-0.00	0.25	48.78	1062	(--X-)
FEMALE	88.45	0.57	0.13	0.25	50.52	1116	(-X-)
RACE/ETH							
WHITE	89.23	0.46	0.91*	0.26	84.76	1846	(X-)
BLACK	81.70	1.64	-6.62*	1.43	4.44	111	(-----X------)
HISPANIC	81.09	2.44	-7.23*	2.33	2.78	69	(----------X---------)
OTHER	84.19	1.52	-4.13*	1.50	2.43	52	(-----X-----)
WHI/MIN							
WHITE	89.23	0.46	0.91*	0.26	84.76	1846	(X-)
MINORITY	82.15	1.27	-6.17*	1.07	9.66	232	(----X----)
LANGUAGE							
BILNGUAL	83.09	1.53	-5.23*	1.37	5.75	144	(-----X-----)
NOT BLNG	88.87	0.46	0.55*	0.15	88.73	1936	(-X-)

15 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

Performance by Skills

General listening skills identified in the objectives are defined in the Summary Report. The objectives and listening skills include:

- o Obj. A-1 Recognize words and phrases
- o Obj. A-2 Identify problems
- o Obj. B-1 Understand words and ideas
- o Obj. B-2 Identify main idea
- o Obj. B-3 Associate details
- o Obj. B-4 Understand purpose
- o Obj. C-2 Draw conclusions

The remaining objectives reflect specific listening situations and are discussed elsewhere.

Table 2-2 shows the results for each of the general skills for all students in the state and groups of students. Each of the 22 items in the listening test was matched to one skill. The table heading, "ITEMS IN MEAN," gives the associated item number(s) for each skill.

Summarized for Students Statewide

The mean percentages correct for all students statewide are high for all skills. Items related to two skills -- Recognize Words and Phrases, and Understand Words and Ideas -- appear relatively harder for students than the other items. Mean percentages correct for three skills -- Identify Problems, Identify Main Idea and Understand Purpose -- are above 90%, and these items appear to be very easy for students. Items related to the remaining two skills -- Associate Details and Draw Conclusions -- fall in between the two extremes, but students performed well on these items.

It should be noted, however, that there are very few items for each listening skill. In two instances, for Recognize Words and Phrases and for Identify Problems, there is only one item representing the skill. This makes it inappropriate to place too much emphasis on the relative difficulty of the different skills.

Summarized by Skills

For Recognize Words and Phrases (Objective A-1), there are some rather large group differences. It should be pointed out, however, that there is only one item on the test representing this skill. The scores for students from residential suburbs, who are white and who are nonbilingual are significantly higher than the state mean. The performance of Hispanics, other minority and bilingual students is significantly lower than students statewide.

For Identify Problems (Objective A-2), white students and nonbilingual students performed significantly higher than students statewide. Scores for students from big cities and minority students (taken as a group) are significantly lower than the state mean. Nevertheless, students from all reporting groups received mean scores above 88% on this skill. Again, it should be noted that there is only one item reflecting this objective.

Understand Words and Ideas (Objective B-1) is represented by six items. Students from residential suburbs and white and nonbilingual students performed significantly higher than students statewide. Students from big cities and black, Hispanic and bilingual students performed significantly lower than students statewide.

Identify Main Idea (Objective B-2) is represented by three items in the test. All groups performed well on this skill, with mean scores above 88%. White and nonbilingual students performed significantly higher than students statewide and minority students (taken as a group) and bilingual students performed significantly lower.

Associate Details (Objective B-3) is represented by five items. White students performed significantly higher than students statewide. Scores for students from industrial suburbs and for black and bilingual students are significantly lower than the state mean.

Four items in the listening test reflect Understand Purpose (Objective B-5). Students from residential suburbs and white and nonbilingual students performed significantly higher than students statewide. Black, Hispanic and bilingual students performed significantly lower than students statewide.

For the last skill, Draw Conclusions (Objective C-2), whites and nonbilingual students performed significantly higher than students statewide. The scores for black and Hispanic students are significantly lower than the state mean. Only two items in the test were directed to this skill.

TABLE 2-2. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. A-1 RECOGNIZE WORDS AND PHRASES
ITEM NUMBERS IN MEAN : 3

VARIABLE CATEGORY	MEAN P-VALUE	MEAN SE(P)	DELTA-P	SE(DIFF)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	84.16	0.95	.	.	100.00	2188
ROC						
BIG CITY	83.70	1.46	-0.45	1.48	20.04	540
IND SUB	80.84	2.00	-3.32	2.00	11.49	548
RES SUB	87.68	1.61	3.52*	1.20	39.32	552
OTHER	81.32	2.06	-3.13	1.64	29.16	548
SEX						
MALE	85.44	1.09	1.29	0.88	48.67	1058
FEMALE	82.93	1.45	-1.22	0.86	50.57	1115
RACE/ETH						
WHITE	85.43	0.90	1.27*	0.37	84.76	1843
BLACK	80.25	4.61	-3.90	4.43	4.45	111
HISPANIC	67.52	6.42	-16.64*	6.41	2.77	68
OTHER	66.66	8.26	-17.50*	8.03	2.44	52
WHI/MIN						
WHITE	85.43	0.90	1.27*	0.37	84.76	1843
MINORITY	73.17	2.96	-10.99*	2.71	9.65	231
LANGUAGE						
BILNGUAL	71.63	3.27	-12.52*	2.89	5.76	144
NOT BLNG	85.23	0.85	1.07*	0.29	88.78	1933

95% CONFIDENCE INTERVALS ON MEANS (71 76 81 86 91 96)

STATE (---I---)
BIG CITY (----I-----)
IND SUB (-------I-------)
RES SUB (-----I------)
OTHER (-------I-------)
MALE (---I---)
FEMALE (-----I-----)
WHITE (---I--)
BLACK (----------I----------)
HISPANIC ----------)
OTHER ----------)
WHITE (---I--)
MINORITY ----I----------)
BILNGUAL -I----------)
NOT BLNG (--I---)

19 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued)*. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. A-2 IDENTIFY PROBLEMS
ITEM NUMBERS IN MEAN : 8

VARIABLE CATEGORY	STATISTICS FOR MEAN: P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)
STATE	94.23	0.86	.	.	100.00	2191	(--I---)
EOC							
BIG CITY	90.02	1.60	-4.21*	1.53	20.05	541	(-----I-----)
IND SUB	93.44	1.17	-0.78	1.38	11.49	549	(----I----)
RES SUB	95.30	1.80	1.07	1.20	39.34	553	(-------I------)
OTHER	95.99	1.23	1.76	1.17	29.12	548	(----I----)
SEX							
MALE	93.44	1.13	-0.78	0.43	48.77	1061	(----I---)
FEMALE	95.02	0.75	0.79	0.43	50.53	1116	(--I--)
RACE/ETH							
WHITE	94.95	0.93	0.73*	0.34	84.76	1845	(---I---)
BLACK	90.06	2.33	-4.17	2.28	4.44	111	(---------I---------)
HISPANIC	88.54	4.53	-5.69	4.28	2.78	69	(----------I----------)
OTHER	91.45	3.37	-2.77	3.36	2.43	52	(----------I----------)
WHI/MIN							
WHITE	94.95	0.93	0.73*	0.34	84.76	1845	(---I---)
MINORITY	89.97	2.18	-4.26*	2.02	9.66	232	(---------I--------)
LANGUAGE							
BILNGUAL	90.07	3.02	-4.16	2.89	5.75	144	(----------I----------)
NOT BLNG	94.83	0.83	0.60*	0.24	88.73	1935	(---I--)

16 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued)*. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. B-1 UNDERSTAND WORDS AND IDEAS
ITEM NUMBERS IN MEAN : 2 6 13 15 17 18

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -------> P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 71 76 81 86 91 96
STATE	84.12	0.86	.	.	100.00	2191	(--X---)
ROC							
BIG CITY	78.84	2.20	-5.28*	1.90	20.05	541	(--------X--------)
IND SUB	81.89	1.20	-2.23	1.36	11.69	549	(----X----)
RES SUB	86.60	1.44	2.48*	1.10	39.34	553	(-----X-----)
OTHER	85.28	1.55	1.16	1.32	29.12	548	(------X------)
SEX							
MALE	83.77	1.03	-0.35	0.49	48.79	1062	(----X---)
FEMALE	84.57	0.94	0.45	0.45	50.51	1115	(---X---)
RACE/ETH							
WHITE	85.28	0.82	1.17*	0.42	84.76	1845	(---X--)
BLACK	74.82	2.78	-9.30*	2.54	4.44	111	(---------X----------)
HISPANIC	76.81	3.31	-7.30*	3.22	2.78	69	(------------X------------)
OTHER	80.67	1.92	-3.45	1.92	2.43	52	(------X-------)
WHI/MIN							
WHITE	85.28	0.82	1.17*	0.42	84.76	1845	(---X--)
MINORITY	76.87	2.05	-7.25*	1.80	9.66	232	(-------X-------)
LANGUAGE							
BILNGUAL	77.03	2.52	-7.08*	2.33	5.75	144	(---------X---------)
NOT BLNG	84.94	0.79	0.82*	0.28	88.73	1935	(--X--)

16 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued).* Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. B-2 IDENTIFY MAIN IDEA
ITEM NUMBERS IN MEAN : 1 14 19

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)
STATE	93.60	0.62	.	.	100.00	2192	(-I--)
SOC							
BIG CITY	90.82	1.72	-2.78	1.47	20.04	581	(------I------)
IND SUB	92.52	0.98	-1.09	1.06	11.51	550	(---I---)
RES SUB	95.06	0.90	1.46	0.75	39.33	553	(--I---)
OTHER	93.98	1.18	0.38	0.98	29.12	548	(----I----)
SEX							
MALE	93.16	0.77	-0.44	0.32	48.78	1062	(--I--)
FEMALE	94.10	0.62	0.50	0.33	50.52	1116	(-I--)
RACE/ETH							
WHITE	94.39	0.55	0.79*	0.28	84.76	1846	(-I-)
BLACK	89.94	2.14	-3.66	1.90	4.44	111	(--------I--------)
HISPANIC	89.38	1.99	-4.22	2.15	2.78	69	(-------I-------)
OTHER	88.34	2.85	-5.26	2.82	2.43	52	(-----------I----------)
WHI/MIN							
WHITE	94.39	0.55	0.79*	0.28	84.76	1846	(-I-)
MINORITY	89.38	1.52	-4.23*	1.43	9.66	232	(-----I-----)
LANGUAGE							
BILNGUAL	88.85	1.58	-4.75*	1.37	5.75	144	(------I-----)
NOT BLNG	94.17	0.51	0.57*	0.19	88.73	1936	(-I-)

15 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued)*. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. B-3 ASSOCIATE DETAILS
ITEM NUMBERS IN MEAN : 4 7 10 20 21

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	87.71	0.55	.	.	100.00	2191
NOC						
BIG CITY	85.68	1.27	-2.03	1.12	20.05	541
IND SUB	85.05	0.85	-2.66*	0.92	11.49	549
RES SUB	89.01	1.01	1.30	0.73	39.34	553
OTHER	88.39	0.89	0.68	0.80	29.12	548
SEX						
MALE	88.19	0.63	0.48	0.37	48.79	1062
FEMALE	87.53	0.70	-0.18	0.40	50.51	1115
RACE/ETH						
WHITE	88.42	0.53	0.71*	0.29	84.76	1845
BLACK	80.15	1.97	-7.56*	1.88	4.44	111
HISPANIC	82.49	2.75	-5.22	2.64	2.78	69
OTHER	85.82	2.17	-1.89	2.03	2.43	52
WHI/MIN						
WHITE	88.42	0.53	0.71*	0.29	84.76	1845
MINORITY	82.25	1.75	-5.46*	1.59	9.66	232
LANGUAGE						
BILINGUAL	84.34	1.80	-3.37*	1.64	5.75	144
NOT BLNG	88.01	0.52	0.30	0.17	88.73	1935

95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)

16 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued)*. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. B-5 UNDERSTAND PURPOSE
ITEM NUMBERS IN MEAN : 5 11 12 16

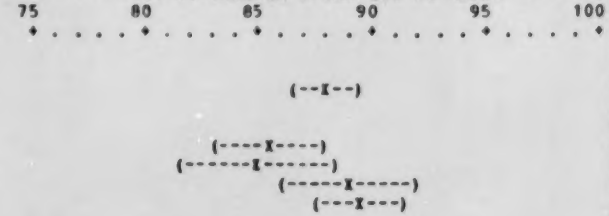
VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	91.27	0.60	.	.	100.00	2192
SOC						
BIG CITY	88.96	1.58	-2.32	1.37	20.04	581
IND SUB	90.45	0.74	-0.82	0.89	11.51	550
RES SUB	93.05	0.74	1.78*	0.70	39.33	553
OTHER	90.78	1.43	-0.49	1.10	29.12	508
SEX						
MALE	91.74	0.63	0.46	0.35	48.78	1062
FEMALE	90.92	0.75	-0.35	0.33	50.52	1116
RACE/ETH						
WHITE	92.19	0.54	0.92*	0.27	84.76	1846
BLACK	85.04	2.62	-6.23*	2.28	4.84	111
HISPANIC	82.59	3.75	-8.69*	3.62	2.78	69
OTHER	86.97	2.96	-4.30	2.79	2.43	52
WHI/MIN						
WHITE	92.19	0.54	0.92*	0.27	84.76	1846
MINORITY	84.82	1.51	-6.45*	1.20	9.66	232
LANGUAGE						
BILINGUAL	87.36	1.66	-3.91*	1.60	5.75	144
NOT BLNG	91.61	0.60	0.34*	0.17	88.73	1936

15 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-2 *(Continued)*. Mean Percentage Correct and Standard Error for Each Listening Skill for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. C-2 DRAW CONCLUSIONS
ITEM NUMBERS IN MEAN : 9 22

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	87.93	0.73	.	.	100.00	2188
SOC						
BIG CITY	85.49	1.28	-2.44	1.26	20.09	541
IND SUB	85.06	1.68	-2.87	1.65	11.51	549
RES SUB	88.93	1.55	1.00	1.03	39.27	551
OTHER	89.43	0.93	1.47	0.95	29.13	547
SEX						
MALE	87.13	0.87	-0.80	0.88	48.81	1061
FEMALE	88.75	0.84	0.82	0.47	50.55	1114
RACE/ETH						
WHITE	88.71	0.76	0.78*	0.22	84.80	1843
BLACK	83.82	1.80	-4.11*	1.81	4.45	111
HISPANIC	78.32	4.34	-9.61*	4.20	2.79	69
OTHER	83.97	3.63	-3.96	3.67	2.44	52
WHI/MIN						
WHITE	88.71	0.76	0.78*	0.22	84.80	1843
MINORITY	82.27	1.67	-5.66*	1.65	9.68	232
LANGUAGE						
BILNGUAL	83.68	2.92	-4.25	2.77	5.64	142
NOT BLNG	88.36	0.74	0.43*	0.21	88.90	1935



19 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

Summarized by Groups

The results presented by individual skills are useful in highlighting the group differences within each skill. However, another useful way of looking at the data is to examine how each group performs across all skills. These results are summarized in Tables 2-3 through 2-7.

Within kind of community, students from the big cities performed significantly below the state mean in two skills -- Identify Problems and Understand Words and Ideas. Students from the industrial suburbs also performed significantly below the state mean in one skill -- Associate Details. Students from the residential suburbs received scores significantly above the state mean in three skills -- Recognize Words and Phrases, Understand Words and Ideas, and Understand Purpose. Students from other communities show no significant group differences from students statewide in any area.

In examining males' and females' scores, there are no statistically significant differences from the state mean in any skill.

Within the racial/ethnic categories, white students tended to perform slightly above students statewide in all areas. All of these differences are statistically significant. However, the differences are not large. Black and Hispanic students performed significantly below the state in four of the seven skills. For black students, these areas include Understand Words and Ideas, Associate Details, Understand Purpose and Draw Conclusions. For Hispanic students, the areas include Recognize Words and Phrases, Understand Words and Ideas, Understand Purpose and Draw Conclusions. It should be repeated, however, that in some instances there are large standard errors associated with black and Hispanic students' scores, and one should be cautious in interpreting these results. Sample sizes for these two groups are much smaller than for most other groups. Scores of students from other racial/ethnic groups are statistically below the state mean in one skill -- Recognize Words and Phrases. Sample sizes for these students are very small and standard errors are very large. The same precautions apply here as for the results of black and Hispanic students.

Scores for the minority groups combined are significantly below the state mean in every skill. The magnitude of the differences vary from about four to 11 percentage points below the state mean.

Within the language categories, students who are bilingual performed significantly below the state mean in five skills including Recognize Words and Phrases, Understand Words and Ideas, Identify Main Idea, Associate Details and Understand Purpose. The magnitude of the differences varies from three to almost 13 percentage points below the state mean. Students who are not bilingual scored significantly higher than students statewide in each skill except Associate Details, although these differences are very small.

TABLE 2-3. Differences Between State and KOC Mean Percentages for Each Listening Skill

Objective	Number of Items in Mean	Big City	Ind Sub	Res Sub	Other
A-1	1	-0.45	-3.32	3.52*	-3.13
A-2	1	-4.21*	-0.78	1.07	1.76
B-1	6	-5.28*	-2.23	2.48*	1.16
B-2	3	-2.78	-1.09	1.46	0.38
B-3	5	-2.03	-2.66*	1.30	0.68
B-5	4	-2.32	-0.82	1.78*	-0.49
C-2	2	-2.44	-2.87	1.00	1.47

*Asterisks indicate statistically significant differences.

TABLE 2-4. Differences Between State and Sex Mean Percentages for Each Listening Skill Objective

Objectives	Number of Items in Mean	Male	Female
A-1	1	1.29	-1.22
A-2	1	-0.78	0.79
B-1	6	-0.35	0.45
B-2	3	-0.44	0.50
B-3	5	0.48	-0.18
B-5	4	0.46	-0.35
C-2	2	-0.80	0.82

TABLE 2-5. Differences Between State and Racial/Ethnic Group Mean Percentages for Each Listening Skill Objective

Objective	Number of Items in Mean	White	Black	Hispanic	Other
A-1	1	1.27*	-3.90	-16.64*	-17.50*
A-2	1	0.73*	-4.17	- 5.69	- 2.77
B-1	6	1.17*	-9.30*	- 7.30*	- 3.45
B-2	3	0.79*	-3.66	- 4.22	- 5.26
B-3	5	0.71*	-7.56*	- 5.22	- 1.89
B-5	4	0.92*	-6.23*	- 8.69*	- 4.30
C-2	2	0.78*	-4.11*	- 9.61*	- 3.96

*Asterisks indicate statistically significant differences.

TABLE 2-6. Differences Between State and White and Minority Mean Percentages for Each Listening Skill Objective

Objective	Number of Items in Mean	White	Minority
A-1	1	1.27*	-10.99*
A-2	1	0.73*	- 4.26*
B-1	6	1.17*	- 7.25*
B-2	3	0.79*	- 4.23*
B-3	5	0.71*	- 5.46*
B-5	4	0.92*	- 6.45*
C-2	2	0.78*	- 5.66*

TABLE 2-7. Differences Between State and Bilingual and Not Bilingual Mean Percentages for Each Listening Skill Objective

Objective	Number of Items in Mean	Bilingual	Not Bilingual
A-1	1	-12.52*	1.07*
A-2	1	- 4.16	0.60*
B-1	6	- 7.08*	0.82*
B-2	3	- 4.75*	0.57*
B-3	5	- 3.37*	0.30
B-5	4	- 3.91*	0.34*
C-2	2	- 4.25	0.43*

*Asterisks indicate statistically significant differences.

Performance by Situations

Table 2-8 shows student performance in terms of specific listening situations identified in the objectives. These situations are defined in the Summary Report. The Objectives and Listening situations are:

- Obj. B-4 Descriptions
- Obj. C-1 Emergency messages
- Obj. C-3 Persuasive messages
- Obj. C-4 Sequences

The remaining objectives reflect general listening skills and are discussed elsewhere.

The table shows the results for each of the specific listening situations for all students in the state and for groups of students. The table heading "ITEMS IN MEAN" gives the associated item numbers for each situation.

Summarized for Students Statewide

Students' performance is high for all situations except Persuasive Messages. For this situation, students heard a commercial and then responded to three items. This particular passage and items appear to be considerably more difficult for students than the other passages and their respective items. This may be because persuasive messages pose particularly difficult listening situations. It may also be accounted for by the difficulty level of one of the items (item 7) for the persuasive passage, which requires students to draw a very high-level inference about the material. The percentage of students who answered item 7 correctly is far lower than for all other items in the test. (See Summary Report for the results of individual items.) In a previous Massachusetts Basic Skills Assessment of reading, similar results were obtained. Students' performance was noticeably lower on items associated with persuasive reading passages than on items for other types of reading material.

Summarized by Situations

The description situation is represented by two passages -- a news story and a public service announcement -- and seven items. For this situation, students from residential suburbs and white and nonbilingual students performed significantly higher than students statewide. The scores of students from big cities and black, Hispanic and bilingual students are significantly lower than the state mean.

The emergency situation includes one passage -- a conversation -- and four items. Scores for females, whites and nonbilingual students on this situation are significantly higher than the state mean. Scores for males, blacks, Hispanic and bilingual students are significantly lower than the state mean. Even though statistically significant differences were identified, all reporting groups received mean scores above 88% in this situation.

The persuasive situation includes one passage -- a commercial -- and three items. Performance on this situation was comparatively low for all groups of students. Mean scores for all groups were 75% or lower. Students from residential suburbs, males and whites performed significantly higher on this situation than students statewide. Students from big cities and industrial suburbs, females, blacks, Hispanics and other minority groups performed significantly lower than students statewide.

The sequence situation includes two passages -- a telephone conversation and announcement -- and eight items. For this situation, females, whites and nonbilingual students performed significantly higher than students statewide. Students from big cities, males, blacks, Hispanics and bilingual students performed significantly lower than students statewide.

TABLE 2-8. Mean Percentage Correct and Standard Error for Each Listening Situation for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. B-4 DESCRIPTIONS
ITEM NUMBERS IN MEAN : 1 2 3 4 16 17 18

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)
STATE	89.49	0.69	.	.	100.00	2190	(--X-)
ROC							
BIG CITY	86.23	1.68	-3.17*	1.43	20.01	540	(-----X------)
IND SUB	87.20	1.11	-2.20	1.14	11.47	548	(---X----)
RES SUB	91.91	0.89	2.51*	0.73	39.34	553	(---X--)
OTHER	89.04	1.08	-0.35	0.92	29.18	549	(---X---)
SEX							
MALE	89.35	0.63	-0.05	0.35	48.73	1060	(--X-)
FEMALE	89.53	0.73	0.14	0.34	50.51	1115	(--X--)
RACE/ETH							
WHITE	90.50	0.50	1.11*	0.30	84.78	1845	(-X-)
BLACK	82.98	1.61	-6.41*	1.46	4.44	111	(-----X-----)
HISPANIC	80.88	3.18	-8.52*	3.03	2.76	68	(----------X----------)
OTHER	84.17	2.73	-5.22	2.65	2.43	52	(----------X----------)
WHI/MIN							
WHITE	90.50	0.50	1.11*	0.30	84.78	1845	(-X-)
MINORITY	82.68	1.38	-6.71*	1.16	9.64	231	(----X-----)
LANGUAGE							
BILNGUAL	83.01	1.92	-6.38*	1.80	5.75	144	(-------X-------)
NOT BLNG	90.14	0.52	0.74*	0.18	88.73	1934	(-X-)

17 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-8 *(Continued).* Mean Percentage Correct and Standard Error for Each Listening Situation for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- CBJ. C-1 EMERGENCY MESSAGES
ITEM NUMBERS IN MEAN : 19 20 21 22

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 75 80 85 90 95 100
STATE	94.08	0.43	.	.	100.00	2192	(-X-)
ROC							
BIG CITY	92.64	0.78	-1.44	0.74	20.05	541	(--X--)
IND SUB	93.33	0.73	-0.75	0.77	11.54	551	(--X--)
RES SUB	94.43	0.96	0.35	0.62	39.28	552	(---X---)
OTHER	94.89	0.35	0.81	0.48	29.13	548	(-X)
SEX							
MALE	93.42	0.51	-0.66*	0.33	48.80	1062	(-X-)
FEMALE	94.81	0.58	0.73*	0.34	50.56	1117	(--X-)
RACE/ETH							
WHITE	94.50	0.45	0.43*	0.19	84.82	1847	(-X-)
BLACK	89.65	1.83	-4.42*	1.72	4.44	111	(------X-------)
HISPANIC	88.99	2.33	-5.09*	2.25	2.79	69	(--------X--------)
OTHER	91.96	2.09	-2.11	2.01	2.43	52	(-------X-------)
WHI/MIN							
WHITE	94.50	0.45	0.43*	0.19	84.82	1847	(-X-)
MINORITY	90.04	1.35	-4.03*	1.21	9.66	232	(----X----)
LANGUAGE							
BILNGUAL	90.58	1.62	-3.50*	1.43	5.75	144	(-----X------)
NOT BLNG	94.30	0.42	0.22*	0.11	88.79	1937	(-X)

15 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-8 *(Continued).* Mean Percentage Correct and Standard Error for Each Listening Situation for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. C-3 PERSUASIVE MESSAGES
ITEM NUMBERS IN MEAN : 5 6 7

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT ------	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 59 64 69 74 79 84
STATE	72.50	0.92	.	.	100.00	2189	(---I---)
ROC							
BIG CITY	67.56	2.75	-4.94*	2.31	20.06	541	(----------I----------)
IND SUB	64.73	0.79	-5.77*	1.15	11.45	547	(--I---)
RES SUB	75.41	1.37	2.91*	1.12	39.36	553	(-----I-----)
OTHER	74.24	1.66	1.74	1.42	29.13	548	(-----I------)
SEX							
MALE	75.16	1.16	2.66*	0.61	48.74	1063	(---I----)
FEMALE	70.25	1.01	-2.25*	0.58	50.51	1114	(---I----)
RACE/ETH							
WHITE	73.97	0.85	1.47*	0.53	84.83	1845	(--I--)
BLACK	56.92	3.33	-15.58*	3.09	4.45	111	---------)
HISPANIC	63.62	3.97	-8.88*	3.95	2.76	68	---------I----------)
OTHER	64.22	3.92	-8.28*	4.00	2.38	51	----------I----------)
WHI/MIN							
WHITE	73.97	0.85	1.47*	0.53	84.83	1845	(--I--)
MINORITY	60.66	2.40	-11.83*	2.16	9.59	230	---I---------)
LANGUAGE							
BILNGUAL	67.21	3.08	-5.29	2.96	5.75	144	(----------I----------)
NOT BLNG	72.89	0.88	0.39	0.32	88.72	1933	(---I--)

18 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

TABLE 2-8 *(Continued).* Mean Percentage Correct and Standard Error for Each Listening Situation for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OBJ. C-4 SEQUENCES
ITEM NUMBERS IN MEAN : 8 9 10 11 12 13 14 15

VARIABLE CATEGORY	P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (75 80 85 90 95 100)
STATE	90.54	0.63	.	.	100.00	2191	(-I--)
ROC							
BIG CITY	87.27	1.47	-3.27*	1.31	20.05	541	(-----I----)
IND SUB	89.52	0.91	-1.01	1.02	11.52	550	(---I---)
RES SUB	92.01	1.12	1.47	0.82	39.35	553	(---I---)
OTHER	91.20	1.14	0.66	0.97	29.08	547	(---I----)
SEX							
MALE	89.84	0.79	-0.70*	0.29	48.80	1062	(--I--)
FEMALE	91.27	0.59	0.74*	0.30	50.49	1115	(--I-)
RACE/ETH							
WHITE	91.31	0.60	0.77*	0.26	84.75	1845	(--I-)
BLACK	85.88	2.31	-4.65*	2.13	4.44	111	(---------I---------)
HISPANIC	83.79	2.69	-6.74*	2.54	2.79	69	(----------I---------)
OTHER	87.59	1.76	-2.95	1.74	2.83	52	(------I------)
WHI/MIN							
WHITE	91.31	0.60	0.77*	0.26	84.75	1845	(--I-)
MINORITY	85.71	1.55	-4.82*	1.38	9.66	232	(-----I------)
LANGUAGE							
BILNGUAL	85.39	1.63	-5.14*	1.39	5.75	144	(------I-----)
NOT BLNG	91.13	0.54	0.60*	0.17	88.72	1935	(-I-)

16 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

Summarized by Groups

Another way to look at the performance of students by situations is to look at each group of students. These results are summarized in Table 2-9.

For KOC categories, students from big cities performed significantly below students statewide in all situations except for Emergency Messages. Performance for students from industrial suburbs was significantly below that of students statewide for Persuasive Messages. Students from residential suburbs performed significantly above students statewide for Descriptions and Persuasive Messages. Scores of students from other communities were not significantly different from the state mean.

Males performed significantly below students statewide for Emergency Messages and Sequences and significantly above for Persuasive Messages. Females performed significantly above students statewide for Emergency Messages and Sequences and significantly below for Persuasive Messages.

There were many significant group differences between the scores of racial/ethnic groups and the state mean. White students scored slightly above the state mean for all situations. All of the differences are statistically significant; however, the differences are not large. Black and Hispanic students scored significantly below the state mean in every situation. Other minority students performed significantly below students statewide for Persuasive Messages. However, note that the standard errors are large and the sample sizes are small. Minority groups combined performed significantly below students statewide in every situation.

Bilingual students performed significantly below students statewide and nonbilingual students performed significantly above students statewide in all situations except Persuasive Messages.

TABLE 2-9. Summary of Differences Between State and Group Mean Percentages for Each Listening Situation

	Description	Emergency Message	Persuasive Message	Sequence
Big City	-3.17*	-1.44	- 4.94*	-3.27*
Ind. Sub.	-2.20	-0.75	- 5.77*	-1.01
Res. Sub.	2.51*	0.35	2.91*	1.47
Other	-0.35	0.81	1.74	0.66
Male	-0.05	-0.66*	2.66*	-0.70*
Female	0.14	0.73*	- 2.25*	0.74*
White	1.11*	0.43*	1.47*	0.77*
Black	-6.41*	-4.42*	-15.58*	-4.65*
Hispanic	-8.52*	-5.09*	- 8.88*	-6.74*
Other	-5.22	-2.11	- 8.28*	-2.95
White	1.11*	0.43*	1.47*	0.77*
Minority	-6.71*	-4.03*	-11.83*	-4.82*
Bilingual	-6.38*	-3.50*	- 5.29	-5.14*
Not Bilingual	0.74*	0.22*	0.39	0.60*

*Asterisks indicate statistically significant differences.

Performance by Student Background Characteristics

Table 2-10 presents the mean percentage correct on the total test for students grouped by responses to the student background questionnaire. The questionnaire was designed to collect data in three areas: (1) general descriptive information (e.g., sex, racial/ethnic background, socioeconomic background); (2) specific information related to listening skills (e.g., bilingualism, hearing problems, instruction and participation in listening activities); and (3) information about other factors that may be related to general performance (e.g., attitudes towards school procedures). The text of each question and response choices may be found in Appendix C.

The information obtained from the background questionnaire is useful in understanding the variations of students' test scores. There are many significant group differences shown in the table. In some cases, there is only a small number of students who chose a particular response. Caution should be observed when examining these students' scores. Furthermore, it should be remembered that the background variables are merely correlated with the student test scores and cannot be used to infer causality.

TABLE 2-10. Mean Percentage Correct and Standard Error on the Total Listening Test for Students Statewide and by All Background Characteristics

ANALYSIS OF MEANS FOR: ----- OVERALL MEAN PERCENTAGE
ITEM NUMBERS IN MEAN : 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

VARIABLE CATEGORY	<------ STATISTICS FOR MEAN -------> P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 75 80 85 90 95 100
STATE	88.32	0.53	.	.	100.00	2192	(-X-)
RACE							
AM INDIAN	79.68	3.02	-8.64	3.01	0.76	17	---------X----------)
ASIAN	85.40	1.33	-2.92	1.39	0.63	12	(-----X----)
BLACK	81.22	1.54	-7.10	1.34	4.83	120	(-----X------)
WHITE	89.12	0.47	0.80	0.27	86.62	1887	(-X-)
OTHER	82.53	2.80	-5.79	2.72	1.94	49	(----------X----------)
HISPANIC							
YES	81.09	2.44	-7.23	2.33	2.78	69	(---------X---------)
NO	88.73	0.47	0.41	0.13	91.82	2012	(X-)
LANGUAGE							
CAPE VERDEAN	86.27	2.95	-2.05	3.10	0.24	5	(----------X----------)
CHINESE	85.78	2.25	-2.54	2.33	0.39	9	(---------X---------)
ENGLISH	88.87	0.46	0.55	0.15	88.73	1936	(-X-)
FRENCH	87.58	2.24	-0.74	2.10	1.02	27	(---------X---------)
GREEK	90.23	4.33	1.91	4.27	0.32	9	(----------X----------)
ITALIAN	81.32	5.22	-7.30	5.06	0.79	21	----------X----------)
PORTUGUESE	81.25	3.78	-7.07	3.76	1.21	30	----------X----------)
SPANISH	72.81	4.62	-15.51	4.53	0.83	23	----------)
OTHER	86.91	2.20	-1.41	2.19	0.96	20	(---------X---------)
CURRICULUM							
GENERAL	84.39	0.83	-3.93	0.72	15.03	336	(---X--)
VOCATIONAL	85.53	0.64	-2.79	0.60	10.32	232	(-X--)
COLLEGE	91.59	0.44	3.27	0.34	56.03	1184	(-X-)
BUSINESS	83.76	1.06	-4.56	0.89	14.72	359	(----X---)
DON'T KNOW	80.62	1.62	-7.70	1.65	3.28	69	(-----X------)
LIKE SCHOOL							
HATE	85.58	1.15	-2.74	1.14	5.27	118	(---X----)
DON'T LIKE	87.60	1.00	-0.72	0.82	10.00	225	(---X---)
O.K.	86.84	0.68	-1.48	0.36	37.57	840	(--X-)
LIKE	90.28	0.58	1.96	0.30	34.16	729	(--X-)
LIKE A LOT	89.47	0.76	1.15	0.63	12.44	269	(--X--)

TABLE 2-10 *(Continued).* Mean Percentage Correct and Standard Error on the Total Listening Test for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------ STATISTICS FOR MEAN -------> R-VALUE	SE(R)	DELTA-R	SE(DR)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 75 80 85 90 95 100
FATH OCCUPATION							
LOWER	85.96	0.67	-2.36	0.48	17.02	407	(--X--)
MIDDLE	88.29	0.52	-0.03	0.41	34.04	765	(-X-)
HIGHER	90.31	0.67	1.69	0.37	39.33	774	(--X--)
NOT WORK	85.64	1.52	-2.68	1.49	2.80	70	(-----X-----)
NOT APPLY	86.79	1.21	-1.53	1.12	5.60	129	(----X---)
MOTH OCCUPATION							
LOWER	86.53	0.72	-1.79	0.71	15.32	355	(--X--)
MIDDLE	89.62	0.56	1.30	0.36	29.02	643	(-X-)
HIGHER	89.23	0.93	0.91	0.58	20.30	412	(--X---)
NOT WORK	87.69	0.67	-0.63	0.38	32.54	718	(-X--)
NOT APPLY	86.84	1.81	-1.48	1.85	1.82	42	(-------X------)
HIGH OCCUPATION							
LOWER	85.43	0.65	-2.92	0.67	11.09	269	(--X-)
MIDDLE	88.13	0.55	-0.19	0.42	33.50	784	(-X-)
HIGHER	89.61	0.66	1.29	0.32	47.36	953	(-X--)
NOT WORK	84.89	2.56	-3.43	2.38	1.23	30	(---------X---------)
NOT APPLY	86.79	1.21	-1.53	1.12	5.60	129	(----X---)
HEARING PROBLEM							
YES	83.73	1.84	-4.59	1.67	3.75	86	(------X-------)
NO	88.56	0.51	0.24	0.09	95.30	2389	(-X-)
DIFF UNDERSTAND							
HARDLY EVER	90.18	0.47	1.86	0.21	57.81	1266	(-X-)
ONCE IN WHILE	86.29	0.69	-2.03	0.33	38.28	843	(--X-)
FAIRLY OFTEN	80.47	1.85	-7.85	1.88	2.83	62	(------X------)
VERY OFTEN	77.21	2.94	-11.11	3.01	0.45	9	----X----------)
GIVEN WORK							
HARDLY EVER	88.99	0.47	0.67	0.21	69.91	1536	(-X-)
ONCE IN WHILE	87.84	0.86	-0.48	0.46	23.71	511	(---X--)
FAIRLY OFTEN	82.97	1.52	-5.35	1.43	4.40	101	(-----X-----)
VERY OFTEN	81.94	2.57	-6.38	2.58	1.11	25	(---------X---------)
SHOULD LEARN							
YES	88.88	0.53	0.56	0.17	83.89	1846	(-X-)
NO	85.51	0.88	-2.81	0.74	15.06	326	(---X---)
CONTINUE EDUC							
STRONG AGREE	87.66	1.12	-0.66	0.67	15.71	340	(---X----)
AGREE	89.16	0.55	0.84	0.19	62.11	1338	(-X--)
DISAGREE	86.62	0.69	-1.70	0.62	17.67	418	(--X--)
STRONG DISAGR	83.17	2.16	-5.15	2.05	2.21	58	(-------X--------)

TABLE 2-10 *(Continued).* Mean Percentage Correct and Standard Error on the Total Listening Test for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------ STATISTICS FOR MEAN -------> P-VALUE	SE(P)	DELTA-P	SE(DP)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 75 80 85 90 95 100
GET A JOB							
STRONG AGREE	84.52	0.96	-3.80	0.65	14.13	312	(---X---)
AGREE	89.17	0.54	0.85	0.22	51.24	1136	(-X--)
DISAGREE	89.02	0.54	0.70	0.32	28.52	612	(-X-)
STRONG DISAGR	85.74	1.21	-2.58	1.27	3.56	85	(---X----)
CAN'T LIS/SPEAK							
STRONG AGREE	88.55	0.76	0.23	0.60	11.39	260	(--X--)
AGREE	89.58	0.64	1.26	0.34	32.34	698	(-X--)
DISAGREE	88.28	0.71	-0.04	0.43	31.44	677	(--X-)
STRONG DISAGR	86.63	0.67	-1.69	0.53	21.75	496	(-X--)
CLASSES TOO EASY							
STRONG AGREE	85.24	1.11	-3.08	0.98	4.26	106	(---X----)
AGREE	86.64	0.81	-1.68	0.55	20.40	477	(--X---)
DISAGREE	89.31	0.50	0.99	0.21	63.02	1350	(-X-)
STRONG DISAGR	87.33	1.09	-0.99	0.91	9.06	196	(----X---)
CHOICE COURSES							
STRONG AGREE	88.69	0.74	0.37	0.45	23.99	526	(--X--)
AGREE	88.95	0.55	0.63	0.28	51.26	1110	(-X-)
DISAGREE	87.58	0.77	-0.74	0.57	16.08	362	(--X--)
STRONG DISAGR	84.00	1.06	-4.32	0.94	5.80	139	(---X---)
ENCOUR CREATIVE							
STRONG AGREE	86.73	1.00	-1.59	0.77	11.12	241	(---X---)
AGREE	88.92	0.63	0.60	0.30	40.23	878	(--X-)
DISAGREE	88.60	0.55	0.28	0.28	33.59	743	(-X-)
STRONG DISAGR	87.03	1.09	-1.29	0.98	11.19	253	(---X---)

15 STUDENTS DID NOT RESPOND TO AT LEAST HALF OF THE ITEMS IN THE MEAN

III. SPEAKING

Overview

This chapter presents the results of the two measures of the speaking assessment. For the teacher observation ratings, mean performance of 12th graders is shown for: (1) the ratings overall by major reporting groups, (2) each speaking dimension by major reporting groups, and (3) the ratings overall by all reporting groups defined by the student background questionnaire. For the one-on-one ratings, mean performance is given for: (1) the rating overall by major reporting groups, (2) each dimension across the four tasks by major reporting groups, (3) each task across the four dimensions by major reporting groups, (4) each separate task and dimension by major reporting groups, and (5) the ratings overall by all reporting groups defined by the student background questionnaire.

A set of four rating scales was used to measure speaking performance. Each scale focuses on one dimension of speaking. The dimensions include:

- Delivery
- Organization
- Content
- Language

Within each dimension, student performance was rated using a 4-point scale:

1 = Inadequate
2 = Minimal
3 = Adequate
4 = Superior

The speaking rating scales were used in two ways. In the teacher observation approach, two teachers who had the same student currently enrolled in class independently rated the student's general speaking performance in class using the speaking rating scales. In the one-on-one approach, a trained rater rated the student using the same rating scales. However, instead of basing the ratings on classroom observation, the rater gave the student four specific tasks and rated the student's performance on these tasks. The tasks included:

- A description
- An emergency
- A sequence
- A persuasive task

The speaking rating scales, including definitions of each dimension and each point of the rating scale, and the state speaking tasks may be found in the Summary Report.

The basic measure of performance used to report results in this chapter is the students' mean rating. The range for the mean is 1 through 4. Differences in means are often only hundredths of points apart. The mean, as it is used here, is the weighted average rating for all students in the state or specified groups of students.

Understanding the Tables

The title of the table indicates whether the analysis is for the teacher observation ratings or for the one-on-one ratings. Following the label "ANALYSIS OF MEANS FOR" is a description of the dimensions or tasks that are presented in the table. "ITEMS IN MEAN" gives teacher, dimension and task code numbers.

The teacher observation ratings are designated by the label "HOL" (holistic). The one-on-one ratings are designated by the label "ST" (state). Following each teacher observation or one-on-one prefix is a two-digit code.

For the teacher observations, the first digit in the code identifies the teacher as teacher 1 or teacher 2. The second digit is a code for the speaking dimensions: 1 = delivery, 2 = organization, 3 = content and 4 = language. For example, HOL 11 means this is teacher 1's rating of a student's delivery. HOL 22 is teacher 2's rating of a student's organization.

For the one-on-one measure, the first digit is the task number: 1 = description, 2 = emergency, 3 = sequence and 4 = persuasion. The second digit is, again, the code for the speaking dimensions: the codes are the same as those used for the teacher observations. For example, ST 11 means this is a one-on-one rating on the first description for delivery.

Tables of speaking results present a variety of statistics in addition to the mean ratings. The statistics presented in the tables are:

- Mean rating on the scale of 1 to 4 -- SCORE
- Standard error of the mean -- SE(S)
- Difference between the mean rating of groups of students and the state -- DELTA (S) (Significant group differences are indicated by asterisks.)
- Standard error of the difference -- SE(DS)
- Weighted percentage of students in the state -- PERCENT (BY WGT) OF STATE
- Number of students within each group -- NCOUNT
- Confidence intervals within which one would expect the true state or group mean rating to fall with a 95% probability of being correct. The "X" marks the mean and the dashes (--) mark the range of values where the score lies.

The number of students who were not included in the analyses is given at the bottom of each table.

Percentages given in the tables may not add to 100% due to rounding error.

Group results are given by kind-of-community (KOC) classifications, by sex, by racial/ethnic group (RACE/ETH), by white and minority (WHI/MIN), and by bilingual and not bilingual (BILNGUAL/NOT BLGN). The minority group combines scores for all blacks, Hispanics and students of other racial/ethnic minority groups. Bilingual students include those who responded that they learned another language at home before learning English.

Results of groups of students must be interpreted with caution. Because there are fewer students in each group, these results are less precise than statewide results. Furthermore, in some cases very small differences are statistically significant, and in other cases, significant differences are based on very small numbers of students.

Performance on the Teacher Observation Ratings

Teacher Observation Ratings Overall

Table 3-1 shows the mean ratings students received from both teachers on all dimensions. The teacher observation results reflect only those instances where a student received ratings from two teachers and the ratings on each dimension are within 1 point of each other. Ratings that differed by more than 1 point were considered to be unreliable ratings. As a result of eliminating unreliable ratings, the sample sizes for the minority groups (black, Hispanic and other) and for bilingual students are small. Caution should be exercised in interpreting the differences of these groups.

As shown in Table 3-1, the mean rating of students statewide is 2.945 with a standard error of .031. One can feel confident that the mean rating for all 12th graders within the state is between 2.883 and 3.007. The mean falls just under the 3 rating, which reflects adequate performance. There are no significant differences between the reporting groups and students statewide on the overall measure.

TABLE 3-1. Mean Rating and Standard Error on the Teacher Observation Ratings Overall for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OVERALL MEAN HOLISTIC RATING
ITEMS IN MEAN : HOL11 HOL12 HOL13 HOL14 HOL21 HOL22 HOL23 HOL24

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.82 2.87 2.92 2.97 3.02 3.07
STATE	2.945	0.031	.	.	100.00	452	(----------I----------)
ROC							
BIG CITY	3.008	0.077	0.063	0.068	19.16	110	(----------I----------)
IND SUB	2.882	0.045	-0.063	0.050	10.48	104	(----------I----------)
RES SUB	2.975	0.052	0.030	0.035	44.89	138	(----------I----------)
OTHER	2.871	0.047	-0.074	0.044	25.47	100	(----------I----------)
SEX							
MALE	2.888	0.047	-0.057	0.035	43.11	204	(----------I----------)
FEMALE	2.994	0.043	0.049	0.028	55.48	243	(----------I----------)
RACE/ETH							
WHITE	2.946	0.033	0.001	0.005	88.79	401	(----------I----------)
BLACK	2.941	0.073	-0.004	0.076	4.88	24	(----------I----------)
HISPANIC	2.756	0.095	-0.189	0.095	1.88	9	(----------)
OTHER	3.041	0.172	0.096	0.171	1.28	6	(----------I----------)
WHI/MIN							
WHITE	2.946	0.033	0.001	0.005	88.79	401	(----------I----------)
MINORITY	2.913	0.054	-0.032	0.054	8.04	39	(----------I----------)
LANGUAGE							
BILNGUAL	2.959	0.095	0.014	0.086	4.28	21	(----------I----------)
NOT BLNG	2.942	0.031	-0.003	0.095	92.55	419	(----------I----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

Teacher Observation Ratings by Dimension

Table 3-2 presents the mean ratings students received from both teachers in each of the four dimensions -- Delivery, Organization, Content and Language. As in the teacher ratings overall, these results only reflect those instances where a student received ratings from two teachers and the ratings on each dimension are within 1 point of each other. Again, note the small sample sizes for minority students in the racial/ethnic categories and for bilingual students.

In all dimensions, the state mean falls just below the 3 rating, which reflects adequate performance. Thus, performance of students, as assessed by the teacher observation ratings, does not vary much from dimension to dimension.

For the Delivery dimension, the mean rating for students statewide is 2.911. Blacks performed significantly higher than students statewide on this dimension. Students statewide obtained a mean rating of 2.960 for Organization. Males performed significantly lower and females performed significantly higher than students statewide on this dimension. The state mean for Content is 2.989. There are no significant group differences to report on this dimension. The last dimension is Language, in which the mean statewide is 2.920. Males scored significantly lower and females performed significantly higher than students statewide on this dimension.

TABLE 3-2. Mean Rating and Standard Error on the Teacher Observation Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DELIVERY
ITEMS IN MEAN : MOL11 MOL21

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<-------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.78 2.83 2.88 2.93 2.98 3.03
STATE	2.911	0.033	.	.	100.00	452	(----------I----------)
SOC							
BIG CITY	2.941	0.059	0.029	0.057	19.16	110	(----------I----------)
IND SUB	2.861	0.046	-0.051	0.053	10.48	104	(----------I----------)
RES SUB	2.946	0.061	0.034	0.039	46.89	138	(----------I----------)
OTHER	2.850	0.054	-0.061	0.050	25.47	100	(----------I----------)
SEX							
MALE	2.886	0.045	-0.026	0.039	43.11	204	(----------I----------)
FEMALE	2.942	0.051	0.031	0.031	55.48	243	(----------I----------)
RACE/ETH							
WHITE	2.901	0.038	-0.010	0.008	88.79	401	(----------I----------)
BLACK	3.098	0.084	0.186*	0.089	4.88	24	(----------I----------)
HISPANIC	2.754	0.386	-0.158	0.093	1.88	9	(----------I----------)
OTHER	2.764	0.119	-0.148	0.126	1.28	6	(----------I----------)
MNI/MIN							
WHITE	2.901	0.038	-0.010	0.008	88.79	401	(----------I----------)
MINORITY	2.964	0.062	0.052	0.071	8.04	39	(----------I----------)
LANGUAGE							
BILNGUAL	2.874	0.072	-0.038	0.074	4.28	21	(----------I----------)
NOT BLNG	2.908	0.036	-0.003	0.006	92.55	419	(----------I----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

TABLE 3-2 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- ORGANIZATION
ITEMS IN MEAN : MOL12 MOL22

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.83 2.88 2.93 2.98 3.03 3.08
STATE	2.960	0.032	.	.	100.00	452	(----------X----------)
ROC							
BIG CITY	3.041	0.074	0.081	0.066	19.16	110	(----------X----------
IND SUB	2.899	0.040	-0.061	0.048	10.48	104	----------X----------)
RES SUB	2.986	0.058	0.025	0.037	44.89	138	(----------X----------
OTHER	2.880	0.040	-0.080	0.042	25.47	100	----------X----------)
SEX							
MALE	2.889	0.049	-0.072*	0.034	43.11	204	----------X----------)
FEMALE	3.018	0.041	0.057*	0.026	55.48	243	(----------X----------
RACE/ETH							
WHITE	2.968	0.033	0.008	0.007	88.79	401	(----------X----------)
BLACK	2.884	0.087	-0.076	0.089	4.88	24	----------X----------)
HISPANIC	2.902	0.118	-0.058	0.114	1.88	9	----------X----------
OTHER	3.087	0.273	0.127	0.268	1.28	6	----------
WHI/MIN							
WHITE	2.968	0.033	0.008	0.007	88.79	401	(----------X----------)
MINORITY	2.921	0.069	-0.039	0.063	8.04	39	----------X----------)
LANGUAGE							
BILNGUAL	3.041	0.122	0.081	0.108	4.28	21	----------X----------
NOT BLNG	2.961	0.031	0.000	0.006	92.55	419	(----------X----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

TABLE 3-2 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- CONTENT
ITEMS IN MEAN : MOL13 MOL23

VARIABLE / CATEGORY	<-------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.86 2.91 2.96 3.01 3.06 3.11
STATE	2.989	0.036	.	.	100.00	452	(----------I----------)
SOC							
BIG CITY	3.055	0.088	0.066	0.078	19.16	110	(----------I----------)
IND SUB	2.987	0.061	-0.042	0.065	10.48	104	(----------I----------)
RES SUB	3.004	0.062	0.015	0.041	44.89	138	(----------I----------)
OTHER	2.930	0.055	-0.059	0.052	25.47	100	(----------I----------)
SEX							
MALE	2.982	0.061	-0.046	0.045	43.11	204	(----------I----------)
FEMALE	3.030	0.047	0.041	0.035	55.48	243	(----------I----------)
RACE/ETH							
WHITE	2.987	0.038	-0.002	0.007	88.79	401	(----------I----------)
BLACK	2.954	0.080	-0.035	0.084	4.88	24	(----------I----------)
HISPANIC	2.770	0.147	-0.219	0.141	1.88	9	(----------I----------)
OTHER	3.255	0.212	0.266	0.214	1.28	6	(----------I----------)
WHI/MIN							
WHITE	2.987	0.038	-0.002	0.007	88.79	401	(----------I----------)
MINORITY	2.958	0.064	-0.030	0.062	8.04	39	(----------I----------)
LANGUAGE							
BILNGUAL	3.058	0.119	0.069	0.111	4.28	21	(----------I----------)
NOT BLNG	2.981	0.036	-0.008	0.037	92.55	419	(----------I----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

TABLE 3-2 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- LANGUAGE
ITEMS IN MEAN : BOL14 BOL24

VARIABLE / CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.79 2.84 2.89 2.94 2.99 3.04
STATE	2.929	0.036	.	.	100.00	452	(----------I----------)
ROC							
BIG CITY	2.995	0.101	0.076	0.087	19.16	110	(----------I----------
IND SUB	2.822	0.061	-0.098	0.065	10.48	104	------I----------)
RES SUB	2.964	0.044	0.044	0.038	44.89	138	(----------I----------
OTHER	2.825	0.077	-0.095	0.063	25.47	100	-------I----------)
SEX							
MALE	2.833	0.049	-0.086*	0.036	43.11	204	---------I----------)
FEMALE	2.988	0.048	0.068*	0.028	55.48	243	(----------I----------
RACE/ETH							
WHITE	2.926	0.038	0.006	0.006	88.79	401	(----------I----------)
BLACK	2.828	0.081	-0.092	0.081	4.88	24	--------I----------)
HISPANIC	2.597	0.178	-0.323	0.175	1.88	9	----------)
OTHER	3.059	0.141	0.139	0.143	1.28	6	----------
WHI/MIN							
WHITE	2.926	0.038	0.006	0.006	88.79	401	(----------I----------)
MINORITY	2.811	0.072	-0.109	0.066	8.04	39	----I----------)
LANGUAGE							
BILINGUAL	2.865	0.140	-0.055	0.128	4.28	21	----------I----------
NOT BLNG	2.919	0.036	-0.031	0.036	92.55	419	(----------I----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

Teacher Observation Ratings by Student Background Characteristics

Table 3-3 presents overall mean ratings students received from both teachers by all reporting groups defined by the student background questionnaire. The complete text for each question and response choices may be found in Appendix D. The results reflect only those instances in which a student received ratings from two teachers and the ratings on each dimension are within 1 point of each other. There are many significant group differences indicated in the table. However, in some cases there are only very small numbers of students in a reporting group. Caution should be observed when examining these students' scores. Furthermore, it should be remembered that the background variables are merely correlated with students' average ratings and cannot be used to infer causality.

TABLE 3-3. Mean Rating and Standard Error on the Teacher Observation Ratings Overall for Students Statewide and by All Background Characteristics

ANALYSIS OF MEANS FOR: ----- OVERALL MEAN HOLISTIC RATING
ITEMS IN MEAN : HOL11 HOL12 HOL13 HOL14 HOL21 HOL22 HOL23 HOL24

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -----> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.82 2.87 2.92 2.97 3.02 3.07
STATE	2.945	0.031	.	.	100.00	452	(----------X----------)
RACE							
MISSING	3.011	0.108	0.066	0.107	3.17	12	----------X----------
AM INDIAN	2.852	0.085	-0.093	0.094	0.43	2	------X----------)
ASIAN	3.137	0.234	0.192	0.234	0.85	4	----------
BLACK	2.941	0.073	-0.004	0.076	4.88	24	----------X----------
WHITE	2.945	0.033	0.000	0.005	89.73	405	(----------X----------)
OTHER	2.576	0.075	-0.369*	0.070	0.95	5	
HISPANIC							
MISSING	3.011	0.108	0.066	0.107	3.17	12	----------X----------
YES	2.756	0.095	-0.189	0.095	1.88	9	----------)
NO	2.947	0.032	0.002	0.004	94.95	431	(----------X----------)
LANGUAGE							
MISSING	3.011	0.108	0.066	0.107	3.17	12	----------X----------
CAPE VERDEAN	0.000	0.000	-2.945	0.031	0.00	0	
CHINESE	3.205	0.287	0.260	0.289	0.67	3	----------
ENGLISH	2.942	0.031	-0.003	0.005	92.55	419	(----------X----------)
FRENCH	2.805	0.256	-0.140	0.258	0.43	2	----------
GREEK	3.439	0.255	0.494	0.253	0.38	3	(----------
ITALIAN	3.370	0.186	0.425*	0.180	0.62	4	(----------
PORTUGUESE	2.500	0.000	-0.445*	0.031	0.17	1	
SPANISH	2.733	0.108	-0.212	0.110	1.10	5	----------)
OTHER	2.731	0.113	-0.214	0.108	0.91	3	----------)
CURRICULUM							
GENERAL	2.757	0.062	-0.188*	0.057	12.65	55	----------)
VOCATIONAL	2.755	0.040	-0.190*	0.042	10.10	35	---)
COLLEGE	3.079	0.034	0.134*	0.024	60.55	264	(----------
BUSINESS	2.723	0.044	-0.222*	0.043	14.13	69	
DON'T KNOW	2.598	0.176	-0.347*	0.173	1.16	4	----------)
LIKE SCHOOL							
HATE	2.661	0.186	-0.284	0.188	1.83	7	----------)
DON'T LIKE	2.855	0.079	-0.090	0.068	6.95	33	-------X----------)
O.K.	2.798	0.043	-0.147*	0.035	34.30	162	----------)
LIKE	3.027	0.040	0.082*	0.028	39.96	174	(----------X----------
LIKE A LOT	3.138	0.048	0.193*	0.044	15.22	70	(------

TABLE 3-3 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings Overall for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
FATH OCCUPATION						
LOWER	2.885	0.058	-0.060	0.051	15.51	79
MIDDLE	2.846	0.040	-0.099*	0.037	32.31	155
HIGHER	3.047	0.051	0.102*	0.035	42.95	175
NOT WORK	3.019	0.136	0.074	0.129	2.69	14
NOT APPLY	2.933	0.102	-0.342	0.096	4.95	23
MOTH OCCUPATION						
LOWER	2.820	0.060	-0.125*	0.051	12.05	62
MIDDLE	2.960	0.045	0.015	0.044	30.24	141
HIGHER	3.002	0.060	0.057	0.048	21.85	87
NOT WORK	2.955	0.047	0.010	0.030	32.88	149
NOT APPLY	2.727	0.150	-0.218	0.143	1.39	7
HIGH OCCUPATION						
LOWER	2.835	0.085	-0.110	0.071	9.68	49
MIDDLE	2.869	0.043	-0.076	0.041	35.31	172
HIGHER	3.028	0.045	0.079*	0.028	51.11	211
NOT WORK	2.922	0.150	-0.023	0.145	2.31	14
NOT APPLY	0.000	0.000	-2.945	0.031	0.00	0
SPEECH PROBLEM						
YES	2.872	0.052	-0.073	0.044	14.93	64
NO	2.961	0.032	0.016*	0.007	83.48	382
DIFFICULTY TALK						
HARDLY EVER	3.050	0.048	0.105*	0.035	37.80	167
ONCE IN WHILE	2.901	0.035	-0.044	0.024	50.01	232
FAIRLY OFTEN	2.827	0.068	-0.118	0.059	7.97	33
VERY OFTEN	2.710	0.109	-0.235*	0.103	2.63	14
GIVEN WORK						
HARDLY EVER	2.918	0.036	-0.027	0.018	67.55	306
ONCE IN WHILE	3.052	0.055	0.107*	0.039	23.14	106
FAIRLY OFTEN	2.937	0.097	-0.008	0.109	6.33	27
VERY OFTEN	2.517	0.105	-0.428*	0.099	1.13	6
SPEAK IN CLASS						
HARDLY EVER	2.711	0.092	-0.234*	0.089	6.21	34
ONCE IN WHILE	2.830	0.035	-0.115*	0.028	27.15	125
FAIRLY OFTEN	3.041	0.033	0.096*	0.019	47.34	211
VERY OFTEN	2.959	0.070	0.014	0.055	17.54	75
EXTRA-CURRICULAR						
YES	3.079	0.042	0.134*	0.033	32.79	149
NO	2.881	0.037	-0.064*	0.018	65.62	297

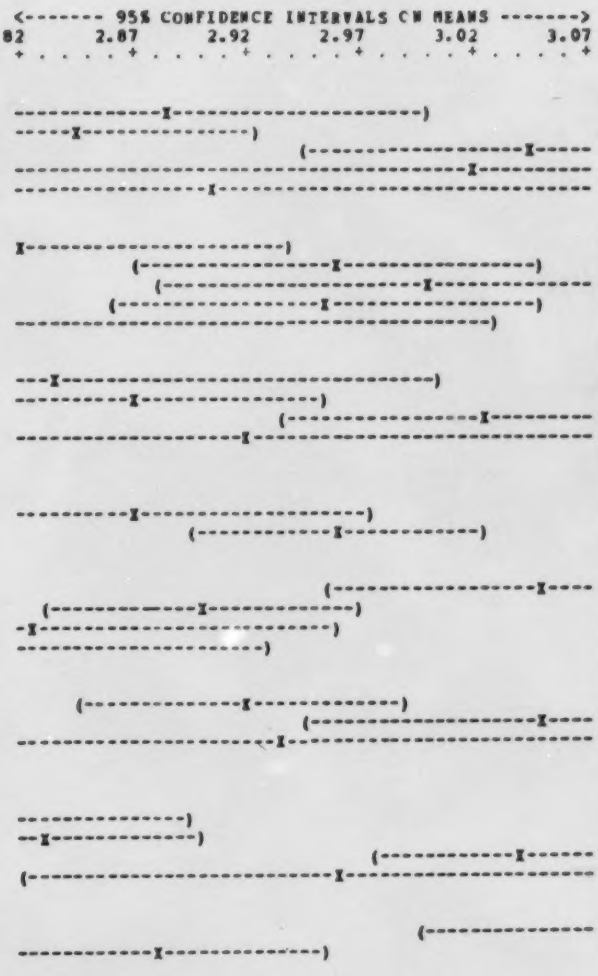


TABLE 3-3 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings Overall for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------STATISTICS FOR MEAN------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.82 2.87 2.92 2.97 3.02 3.07
CONTINUE EDUC							
STRONG AGREE	3.039	0.095	0.094	0.086	12.58	61	(----------I-------
AGREE	2.941	0.041	-0.004	0.021	66.38	292	(----------I----------)
DISAGREE	2.915	0.038	-0.030	0.044	18.27	85	(----------I----------)
STRONG DISAGR	2.813	0.120	-0.132	0.124	1.18	8	----------)
GET A JOB							
STRONG AGREE	2.894	0.059	-0.051	0.051	13.65	62	----------I----------)
AGREE	2.995	0.037	0.050*	0.025	51.78	241	(----------I----------)
DISAGREE	2.874	0.052	-0.071	0.041	29.99	129	----------I----------)
STRONG DISAGR	3.118	0.145	0.173	0.137	2.66	13	(----------
CAN'T LIS/SPEAK							
STRONG AGREE	2.993	0.066	0.048	0.068	13.96	63	(----------I----------
AGREE	2.987	0.044	0.042	0.032	35.62	161	(----------I----------
DISAGREE	2.924	0.054	-0.021	0.038	26.95	124	----------I----------)
STRONG DISAGR	2.893	0.052	-0.052	0.038	20.80	94	----------I----------)
CLASSES TOO EASY							
STRONG AGREE	2.798	0.142	-0.147	0.142	2.76	14	----------
AGREE	2.904	0.046	-0.041	0.050	19.55	96	----------I----------)
DISAGREE	2.969	0.039	0.024	0.017	65.21	289	(----------I----------)
STRONG DISAGR	2.958	0.092	0.013	0.082	10.28	44	----------I----------
CHOICE COURSES							
STRONG AGREE	2.948	0.039	0.003	0.039	28.88	129	(----------I----------)
AGREE	2.976	0.043	0.031	0.021	50.35	219	(----------I----------)
DISAGREE	2.861	0.086	-0.084	0.071	14.83	75	--------I----------)
STRONG DISAGR	2.886	0.080	-0.059	0.079	4.10	22	----------I----------)
ENCOUR CREATIVE							
STRONG AGREE	2.976	0.058	0.031	0.050	15.30	67	(----------I----------
AGREE	2.952	0.053	0.007	0.030	43.68	190	(----------I----------)
DISAGREE	2.911	0.031	-0.034	0.031	32.62	149	(----------I----------)
STRONG DISAGR	3.024	0.067	0.079	0.069	6.51	37	(----------I----------
JUMP INTO DISCUS							
STRONG AGREE	3.066	0.045	0.121*	0.043	20.17	86	(----------I-
AGREE	2.953	0.034	0.008	0.015	52.49	248	(----------I----------)
DISAGREE	2.830	0.061	-0.115*	0.048	19.75	87	--I----------)
STRONG DISAGR	2.888	0.080	-0.057	0.071	5.90	24	----------I----------)
DIFF ASK TEACHERS							
STRONG AGREE	2.807	0.097	-0.138	0.095	4.21	20	----------)
AGREE	2.851	0.036	-0.094*	0.032	20.79	95	------I----------)
DISAGREE	2.916	0.043	-0.029	0.025	46.73	219	(----------I----------)
STRONG DISAGR	3.081	0.052	0.136*	0.042	24.56	103	(----------

TABLE 3-3 *(Continued)*. Mean Rating and Standard Error on the Teacher Observation Ratings Overall for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------STATISTICS FOR MEAN------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.82 2.87 2.92 2.97 3.02 3.07
NERVOUS IN DISCUS							
STRONG AGREE	2.732	0.082	-0.213*	0.084	6.79	30	(----------)
AGREE	2.875	0.046	-0.070*	0.034	22.33	106	(----------I----------)
DISAGREE	2.976	0.038	0.031	0.022	52.07	232	(----------I----------)
STRONG DISAGR	3.058	0.054	0.113*	0.046	16.29	74	(----------I----------)
CAN TALK TO OLDER							
STRONG AGREE	3.006	0.044	0.061	0.036	24.11	108	(----------I----------)
AGREE	2.945	3.036	-0.000	0.015	46.93	216	(----------I----------)
DISAGREE	2.899	0.048	-0.046	0.037	23.04	101	(----------I----------)
STRONG DISAGR	2.905	0.104	-0.040	0.097	4.19	20	(----------I----------)
DON'T LIKE PHONE							
STRONG AGREE	2.810	0.051	-0.135*	0.037	14.17	63	(----------)
AGREE	2.974	0.043	0.029	0.0[illegible]	37.97	168	(----------I----------)
DISAGREE	2.996	0.044	0.051	0.035	36.04	168	(----------I----------)
STRONG DISAGR	2.864	0.081	-0.081	0.072	9.91	46	(----------I----------)
HARD GET WORK IN							
STRONG AGREE	2.791	0.095	-0.158	0.083	3.56	16	(----------)
AGREE	2.798	0.052	-0.147*	3.042	15.77	75	(----------)
DISAGREE	2.965	0.036	0.020	0.016	60.52	270	(----------I----------)
STRONG DISAGR	3.046	0.048	0.101*	0.049	17.65	79	(----------I----------)
SHOULD DO TASKS							
YES	2.951	0.033	0.006	0.008	91.88	417	(----------I----------)
NO	2.840	0.099	-3.105	0.095	4.95	23	(----------I----------)

239 STUDENTS DID NOT RECEIVE RATINGS WITH SCORER AGREEMENT WITHIN ONE POINT ON EACH DIMENSION

Performance on the One-on-One Ratings

One-on-One Ratings Overall

Table 3-4 presents the overall mean rating across all four speaking tasks and all four dimensions for the one-on-one ratings. The mean rating statewide is 2.892 with a standard error of .020. One can feel confident that the mean rating for all 12th graders within the state is between 2.852 and 2.932. The mean falls just under the 3 rating, which reflects adequate performance.

There are only two groups whose scores are significantly different from the state mean. The first is students from big cities, who performed significantly lower than students statewide. The second is bilingual students, who also performed significantly lower than students statewide. All of the other groups received average ratings fairly close to the state mean. Note the small sample sizes for various minority groups and bilingual students. Caution should be exercised while interpreting the differences of these groups.

TABLE 3-4. Mean Rating and Standard Error on the One-on-One Ratings Overall for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- OVERALL ONE-ON-ONE MEAN RATING
ITEMS IN MEAN : ST11 ST12 ST13 ST14 ST21 ST22 ST23 ST24 ST31 ST32 ST33 ST34 ST41 ST42 ST43 ST44

VARIABLE CATEGORY	STATISTICS FOR MEAN: SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (2.76 2.81 2.86 2.91 2.96 3.01)
STATE	2.892	0.020	.	.	100.00	691	(-------I--------)
ROC							
BIG CITY	2.801	0.050	-0.092*	0.044	19.91	170	--------I----------)
IND SUB	2.867	0.034	-0.025	0.036	11.51	170	(----------I----------)
RES SUB	2.909	0.038	0.017	0.027	39.13	179	(----------I----------)
OTHER	2.942	0.031	0.049	0.029	29.44	172	(----------I----------)
SEX							
MALE	2.874	0.023	-0.019	0.013	47.20	337	(--------I--------)
FEMALE	2.908	0.025	0.015	0.013	51.68	348	(----------I---------)
RACE/ETH							
WHITE	2.888	0.021	-0.005	0.004	87.42	600	(--------I-------)
BLACK	2.916	0.042	0.024	0.044	4.36	34	(----------I----------)
HISPANIC	2.747	0.102	-0.146	0.099	2.35	19	----------)
OTHER	2.920	0.071	0.028	0.073	1.39	10	(----------I----------**
WHI/MIN							
WHITE	2.888	0.021	-0.005	0.004	87.42	600	(--------I-------)
MINORITY	2.868	0.044	-0.025	0.042	8.09	63	(----------I----------)
LANGUAGE							
BILINGUAL	2.736	0.071	-0.156	0.068	5.25	39	----------)
NOT BLNG	2.894	0.021	0.001	0.005	90.44	626	(--------I--------)

One-on-One Ratings by Speaking Dimensions

The mean ratings for each of the four speaking dimensions are shown in Table 3-5. These scores are summarized across the four tasks within each speaking dimension. The state mean for each dimension is given below:

Delivery	2.916
Organization	2.861
Content	2.852
Language	2.941

Students seem to be better able to deliver messages and use appropriate language than they are able to organize messages and provide sufficient and relevant content. However, all of the mean ratings fall close to 3, the rating for adequate performance.

Within the dimension of Delivery, there are no statistically significant group differences. For Organization, the students from other communities performed significantly higher and bilingual students performed significantly lower than students statewide. Within the dimension of Content, the mean ratings for students from big cities and for bilingual students are significantly lower than the state mean. For Language, there are three significant group differences: students from big cities, Hispanic students and bilingual students all performed significantly lower than students statewide.

During examination of statistically significant group differences across the four dimensions it can be observed that ratings of students from big cities fall below the state mean in the two areas of Content and Language. Students from other communities performed significantly higher in Organization than students statewide. Hispanic students performed significantly lower in Language than students statewide. Ratings of bilingual students are significantly below the state mean in the dimensions of Organization, Content and Language.

TABLE 3-5. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DELIVERY (OVERALL)
ITEMS IN MEAN : ST11 ST21 ST31 ST41

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.79 2.84 2.89 2.94 2.99 3.04
STATE	2.916	0.019	.	.	100.00	691	(------X-------)
NOC							
BIG CITY	2.853	0.043	-0.063	0.038	19.91	170	----------X----------)
IND SUB	2.860	0.044	-0.056	0.043	11.51	170	----------X----------)
RES SUB	2.927	0.037	0.011	0.025	39.13	179	(----------X----------)
OTHER	2.965	0.024	0.049	0.025	29.44	172	(---------X---------)
SEX							
MALE	2.908	0.022	-0.007	0.013	47.20	337	(--------X--------)
FEMALE	2.922	0.022	0.006	0.012	51.68	348	(--------X--------)
RACE/ETH							
WHITE	2.911	0.019	-0.005	0.004	87.42	600	(-------X-------)
BLACK	2.929	0.028	0.013	0.031	4.36	34	(----------X----------)
HISPANIC	2.811	0.063	-0.104	0.061	2.35	19	----X----------)
OTHER	2.991	0.050	0.075	0.050	1.39	10	(----------X----------
WHI/MIN							
WHITE	2.911	0.019	-0.005	0.004	87.42	600	(-------X-------)
MINORITY	2.905	0.028	-0.010	0.028	8.09	63	(----------X----------)
LANGUAGE							
BILINGUAL	2.777	0.074	-0.139	0.070	5.25	39	----------)
NOT BLNG	2.917	0.019	0.001	0.005	90.44	626	(------X-------)

TABLE 3-5 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- ORGANIZATION (OVERALL)
ITEMS IN MEAN : ST12 ST22 ST32 ST42

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.861	0.024	.	.	100.00	691
SOC						
BIG CITY	2.760	0.058	-0.101	0.051	19.91	170
IND SUB	2.837	0.037	-0.024	0.041	11.51	170
RES SUB	2.865	0.049	0.003	0.033	39.13	179
OTHER	2.935	0.029	0.073*	0.030	29.44	172
SEX						
MALE	2.831	0.030	-0.030	0.016	47.20	337
FEMALE	2.886	0.027	0.025	0.015	51.68	348
RACE/ETH						
WHITE	2.858	0.026	-0.003	0.006	87.42	600
BLACK	2.862	0.065	0.001	0.067	4.36	34
HISPANIC	2.719	0.144	-0.142	0.140	2.35	19
OTHER	2.871	0.093	0.010	0.095	1.39	10
WHI/MIN						
WHITE	2.858	0.026	-0.003	0.006	87.42	600
MINORITY	2.822	0.058	-0.039	0.056	8.09	63
LANGUAGE						
BILNGUAL	2.682	0.079	-0.179*	0.078	5.25	39
NOT BLNG	2.864	0.026	0.003	0.006	90.44	626

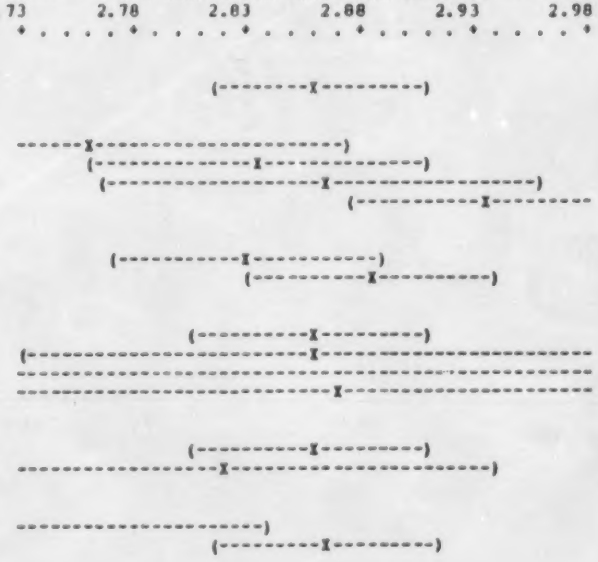


TABLE 3-5 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- CONTENT (OVERALL)
ITEMS IN MEAN : ST13 ST23 ST33 ST43

VARIABLE / CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.72 2.77 2.82 2.87 2.92 2.97
STATE	2.852	0.027	.	.	100.00	691	(---------I---------)
ROC							
BIG CITY	2.737	0.065	-0.115*	0.057	19.91	170	---I----------)
IND SUB	2.863	0.038	0.012	0.043	11.51	170	(----------I----------)
RES SUB	2.891	0.043	0.040	0.034	39.13	179	(----------I----------
OTHER	2.872	0.054	0.021	0.044	29.44	172	(----------I----------
SEX							
MALE	2.829	0.029	-0.023	0.023	47.20	337	(----------I---------)
FEMALE	2.869	0.036	0.018	0.018	51.68	348	(----------I---------)
RACE/ETH							
WHITE	2.844	0.027	-0.008	0.006	87.42	600	(---------I---------)
BLACK	2.875	0.074	0.023	0.074	4.36	34	(----------I----------
HISPANIC	2.716	0.134	-0.135	0.131	2.35	19	----------
OTHER	2.893	0.112	0.041	0.111	1.39	10	----------I----------
WHI/MIN							
WHITE	2.844	0.027	-0.008	0.006	87.42	600	(---------I---------)
MINORITY	2.832	0.066	-0.020	0.063	8.09	63	----------I----------)
LANGUAGE							
BILNGUAL	2.688	0.087	-0.164*	0.080	5.25	39	----------)
NOT BLNG	2.851	0.026	-0.000	0.007	90.44	626	(---------I---------)

TABLE 3-5 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Dimension for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- LANGUAGE (OVERALL)
ITEMS IN MEAN : ST1# ST2# ST3# ST4#

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	#COUNT	<-------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.81 2.86 2.91 2.96 3.01 3.06
STATE	2.941	0.020	.	.	100.00	691	(-------X-------)
ROC							
BIG CITY	2.853	0.046	-0.088*	0.041	19.91	170	---------X----------)
IND SUB	2.909	0.027	-0.032	0.031	11.51	170	(----------X----------)
RES SUB	2.954	0.036	0.013	0.026	39.13	179	(----------X----------)
OTHER	2.996	0.032	0.055	0.028	29.44	172	(----------X----------)
SEX							
MALE	2.926	0.022	-0.015	0.012	47.20	337	(--------X--------)
FEMALE	2.953	0.024	0.013	0.012	51.68	348	(---------X--------)
RACE/ETH							
WHITE	2.938	0.020	-0.003	0.004	87.42	600	(-------X------)
BLACK	3.000	0.029	0.059	0.035	4.36	34	(----------X----------)
HISPANIC	2.739	0.098	-0.202*	0.093	2.35	19	----------)
OTHER	2.925	0.080	-0.016	0.083	1.39	10	----------X----------
WHI/MIN							
WHITE	2.938	0.020	-0.003	0.004	87.42	600	(-------X------)
MINORITY	2.911	0.045	-0.030	0.043	8.09	63	(----------X----------)
LANGUAGE							
BILNGUAL	2.798	0.065	-0.143*	0.064	5.25	39	----------)
NOT BLNG	2.942	0.020	0.002	0.005	90.44	626	(------X-------)

One-on-One Ratings by Tasks

The mean ratings for each of the four speaking tasks are shown in Table 3-6. These scores are summarized across the four dimensions within each speaking task. The state mean for each task is given below:

Description	2.844
Emergency	2.972
Sequence	2.902
Persuasion	2.852

On the average, students scored slightly higher on the Emergency and Sequence tasks than on the Description and Persuasion tasks.

As shown by Table 3-6, there are few statistically significant group differences for the tasks. For the Description task, students from other communities scored significantly higher than students statewide. For the Emergency task, Hispanic and bilingual students performed significantly lower than students statewide. For the Sequence task, ratings of students from big cities are significantly below the state mean. For the last task, Persuasion, students from other communities performed significantly higher than students statewide.

TABLE 3-6. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DESCRIPTION (OVERALL)
ITEMS IN MEAN : ST11 ST12 ST13 ST14

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.844	0.025	.	.	100.00	691
ROC						
BIG CITY	2.741	0.065	-0.102	0.056	19.91	170
IND SUB	2.819	0.048	-0.024	0.049	11.51	170
RES SUB	2.852	0.045	0.008	0.033	39.13	179
OTHER	2.911	0.037	0.068*	0.034	29.44	172
SEX						
MALE	2.831	0.031	-0.012	0.017	47.20	337
FEMALE	2.851	0.029	0.008	0.016	51.68	348
RACE/ETH						
WHITE	2.834	0.027	-0.010	0.006	87.42	600
BLACK	2.925	0.051	0.081	0.055	4.36	34
HISPANIC	2.782	0.124	-0.061	0.118	2.35	19
OTHER	2.882	0.078	0.039	0.074	1.39	10
WHI/MIN						
WHITE	2.834	0.027	-0.010	0.006	87.42	600
MINORITY	2.876	0.043	0.033	0.043	8.09	63
LANGUAGE						
BILNGUAL	2.696	0.098	-0.148	0.098	5.25	39
NOT BLNG	2.845	0.027	0.001	0.007	90.44	626

TABLE 3-6 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- EMERGENCY (OVERALL)
ITEMS IN MEAN : ST21 ST22 ST23 ST24

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (2.84 2.89 2.94 2.99 3.04 3.09)
STATE	2.972	0.033	.	.	100.00	691	(----------I----------)
ROC							
BIG CITY	2.888	0.054	-0.084	0.051	19.91	179	----------I----------)
IND SUB	2.922	0.036	-0.050	0.043	11.51	170	(----------I----------)
RES SUB	3.015	0.058	0.043	0.041	39.13	179	(----------I----------
OTHER	2.991	0.054	0.019	0.046	29.44	172	(----------I----------
SEX							
MALE	2.952	0.036	-0.021	0.018	47.20	337	(----------I----------)
FEMALE	2.990	0.033	0.018	0.017	51.68	348	(----------I----------)
RACE/ETH							
WHITE	2.975	0.032	0.003	0.008	87.42	600	(----------I----------)
BLACK	2.955	0.038	-0.017	0.049	4.36	34	(----------I----------)
HISPANIC	2.704	0.127	-0.268*	0.126	2.35	19	----------)
OTHER	2.894	0.086	-0.078	0.090	1.39	10	----------I----------)
WHI/MIN							
WHITE	2.975	0.032	0.003	0.008	87.42	600	(----------I----------)
MINORITY	2.872	0.051	-0.100	0.057	8.09	63	------I----------)
LANGUAGE							
BILNGUAL	2.840	0.060	-0.132*	0.060	5.25	39	I----------)
NOT BLNG	2.972	0.031	-0.000	0.007	90.44	626	(----------I----------)

TABLE 3-6 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- SEQUENCE (OVERALL)
ITEMS IN MEAN : ST31 ST32 ST33 ST34

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<-------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.77 2.82 2.87 2.92 2.97 3.02
STATE	2.932	0.022	.	.	100.00	691	(-------X--------)
ROC							
BIG CITY	2.807	0.054	-0.095*	0.047	19.91	170	-------X----------)
IND SUB	2.896	0.032	-0.007	0.036	11.51	170	(----------X----------)
RES SUB	2.926	0.046	0.024	0.031	39.13	179	(----------X----------)
OTHER	2.937	0.022	0.035	0.026	29.44	172	(-------X--------)
SEX							
MALE	2.895	0.025	-0.007	0.012	47.20	337	(---------X---------)
FEMALE	2.906	0.026	0.004	0.011	51.68	348	(---------X---------)
RACE/ETH							
WHITE	2.894	0.023	-0.008	0.006	87.42	600	(--------X--------)
BLACK	2.981	0.074	0.079	0.074	4.36	38	(----------X---------)
HISPANIC	2.789	0.153	-0.114	0.146	2.35	19	----X----------
OTHER	2.989	0.053	0.086	0.050	1.39	10	(----------X------
WHI/MIN							
WHITE	2.894	0.023	-0.008	0.006	87.42	600	(--------X--------)
MINORITY	2.927	0.062	0.024	0.056	8.09	63	(----------X----------
LANGUAGE							
BILNGUAL	2.753	0.089	-0.150	0.082	5.25	39	----------)
NOT BLNG	2.904	0.022	0.001	0.006	90.44	626	(---------X---------)

TABLE 3-6 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- PERSUASION (OVERALL)
ITEMS IN MEAN : ST01 ST02 ST03 ST04

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.72 2.77 2.82 2.87 2.92 2.97
STATE	2.852	0.021	.	.	100.00	691	(-------X--------)
ROC							
BIG CITY	2.766	0.048	-0.085	0.043	19.91	170	---------X----------)
IND SUB	2.832	0.044	-0.019	0.044	11.51	170	(----------X----------)
RES SUB	2.844	0.038	-0.008	0.027	39.13	179	(----------X----------)
OTHER	2.927	0.033	0.076*	0.035	29.44	172	(----------X---------
SEX							
MALE	2.816	0.027	-0.035	0.018	47.20	337	(----------X----------)
FEMALE	2.883	0.026	0.032	0.017	51.68	348	(----------X---------)
RACE/ETH							
WHITE	2.848	0.020	-0.004	0.005	87.42	600	(-------X-------)
BLACK	2.804	0.067	-0.048	0.067	4.36	34	----------X----------)
HISPANIC	2.711	0.102	-0.141	0.103	2.35	19	----------)
OTHER	2.915	0.159	0.064	0.160	1.39	10	----------X----------
WHI/MIN							
WHITE	2.848	0.020	-0.004	0.005	87.42	600	(-------X-------)
MINORITY	2.796	0.056	-0.056	0.057	8.09	63	----------X----------)
LANGUAGE							
BILNGUAL	2.658	0.105	-0.194	0.099	5.25	39	----------)
NOT BLNG	2.854	0.019	0.002	0.009	90.44	626	(-------X------)

One-on-One Ratings for Each Task and Each Dimension

Table 3-7 presents the mean rating for each separate task and dimension. The state mean ratings taken from the table are summarized below:

	Delivery	Organization	Content	Language
Description	2.885	2.785	2.788	2.916
Emergency	2.946	2.972	2.950	3.021
Sequence	2.920	2.889	2.884	2.916
Persuasion	2.913	2.799	2.784	2.911

There are many significant group differences apparent within each dimension and task. A summary of these, also extrapolated from Table 3-7, is shown in Table 3-8.

Several of these groups, particularly the various minority groups and the bilingual group, are comprised of few students. It is advisable to check the sample sizes given in Table 3-7 before drawing conclusions from the summary table.

TABLE 3-7. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DESCRIPTION - DELIVERY
ITEMS IN MEAN : ST11

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.885	0.018	.	.	100.00	691
ROC						
BIG CITY	2.818	0.052	-0.067	0.045	19.91	170
IND SUB	2.835	0.056	-0.050	0.052	11.51	170
RES SUB	2.883	0.032	-0.002	0.024	39.13	179
OTHER	2.953	0.024	0.068*	0.024	29.44	172
SEX						
MALE	2.884	0.024	-0.001	0.016	47.20	337
FEMALE	2.887	0.024	0.002	0.018	51.68	348
RACE/ETH						
WHITE	2.876	0.020	-0.009*	0.004	87.42	600
BLACK	2.958	0.025	0.072*	0.029	4.36	34
HISPANIC	2.850	0.086	-0.035	0.083	2.35	19
OTHER	3.000	0.000	0.115*	0.018	1.39	10
WHI/MIN						
WHITE	2.876	0.020	-0.009*	0.004	87.42	600
MINORITY	2.934	0.028	0.049	0.028	8.09	63
LANGUAGE						
BILNGUAL	2.779	0.095	-0.106	0.093	5.25	39
NOT BLNG	2.886	0.020	0.001	0.006	90.44	626

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DESCRIPTION - ORGANIZATION
ITEMS IN MEAN : ST12

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.65 2.70 2.75 2.80 2.85 2.90
STATE	2.785	0.031	.	.	100.00	691	(----------X----------)
ROC							
BIG CITY	2.688	0.077	-0.096	0.067	19.91	170	---------X----------)
IND SUB	2.759	0.061	-0.026	0.062	11.51	170	----------X----------)
RES SUB	2.771	0.057	-0.014	0.041	39.13	179	(----------X----------)
OTHER	2.878	0.047	0.093*	0.043	29.44	172	(----------X----
SEX							
MALE	2.762	0.042	-0.023	0.021	47.20	337	(----------X----------)
FEMALE	2.801	0.034	0.016	0.020	51.68	348	(----------X----------)
RACE/ETH							
WHITE	2.778	0.035	-0.006	0.009	87.42	600	(----------X----------)
BLACK	2.861	0.093	0.077	0.093	4.36	34	(----------X
HISPANIC	2.742	0.185	-0.043	0.181	2.35	19	----------X----------
OTHER	2.782	0.123	-0.003	0.121	1.39	10	----------X----------
WHI/MIN							
WHITE	2.778	0.035	-0.006	0.009	87.42	600	(----------X----------)
MINORITY	2.813	0.070	0.029	0.066	8.09	63	(----------X----------
LANGUAGE							
BILNGUAL	2.586	0.108	-0.198	0.104	5.25	39	----------)
NOT BLNG	2.790	0.034	0.005	0.008	90.44	626	(----------X----------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DESCRIPTION - CONTENT
ITEMS IN MEAN : ST13

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.788	0.039	.	.	100.00	691
ROC						
BIG CITY	2.641	0.090	-0.147	0.080	19.91	170
IND SUB	2.812	0.056	0.024	0.062	11.51	170
RES SUB	2.832	0.070	0.044	0.051	39.13	179
OTHER	2.820	0.068	0.032	0.059	29.44	172
SEX						
MALE	2.763	0.050	-0.023	0.032	47.20	337
FEMALE	2.805	0.049	0.017	0.029	51.68	348
RACE/ETH						
WHITE	2.770	0.041	-0.018	0.010	87.42	600
BLACK	2.924	0.095	0.136	0.098	4.36	34
HISPANIC	2.686	0.196	-0.102	0.188	2.35	19
OTHER	2.831	0.113	0.043	0.114	1.39	10
WHI/MIN						
WHITE	2.770	0.041	-0.018	0.010	87.42	600
MINORITY	2.839	0.074	0.051	0.069	8.09	63
LANGUAGE						
BILINGUAL	2.561	0.148	-0.227	0.141	5.25	39
NOT BLNG	2.788	0.040	0.000	0.010	90.44	626

TABLE 3-7 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- DESCRIPTION - LANGUAGE
ITEMS IN MEAN : ST1W

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.79 2.84 2.89 2.94 2.99 3.04
STATE	2.916	0.025	.	.	100.00	691	(---------X---------)
ROC							
BIG CITY	2.818	0.054	-0.099*	0.049	19.91	170	------X----------)
IND SUB	2.871	0.036	-0.046	0.040	11.51	170	(----------X----------)
RES SUB	2.922	0.049	0.005	0.034	39.13	179	(----------X----------)
OTHER	2.994	0.038	0.078*	0.035	29.44	172	(----------X----------
SEX							
MALE	2.915	0.031	-0.002	0.019	47.20	337	(----------X----------)
FEMALE	2.912	0.032	-0.004	0.019	51.68	348	(----------X----------)
RACE/ETH							
WHITE	2.911	0.026	-0.005	0.005	87.42	600	(---------X---------)
BLACK	2.958	0.063	0.041	0.066	8.36	34	(----------X----------
HISPANIC	2.850	0.086	-0.066	0.082	2.35	19	----------X----------)
OTHER	2.915	0.084	-0.001	0.086	1.39	10	----------X----------
WHI/MIN							
WHITE	2.911	0.026	-0.005	0.005	87.42	600	(---------X---------)
MINORITY	2.919	0.043	0.003	0.042	8.09	63	(----------X----------)
LANGUAGE							
BILNGUAL	2.856	0.087	-0.060	0.087	5.25	39	----------X----------)
NOT BLNG	2.915	0.027	-0.001	0.007	90.44	626	(----------X----------)

TABLE 3-7 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- EMERGENCY - DELIVERY
ITEMS IN MEAN : ST21

VARIABLE CATEGORY	<-----STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.82 2.87 2.92 2.97 3.02 3.07
STATE	2.946	0.026	.	.	100.00	691	(---------I---------)
ROC							
BIG CITY	2.894	0.047	-0.051	0.045	19.91	170	----------I----------)
IND SUB	2.865	0.044	-0.081	0.047	11.51	170	---------I----------)
RES SUB	2.972	0.052	0.027	0.036	39.13	179	(----------I----------
OTHER	2.977	0.043	0.031	0.038	29.44	172	(----------I----------)
SEX							
MALE	2.944	0.031	-0.031	0.018	47.20	337	(----------I----------)
FEMALE	2.946	0.032	0.000	0.017	51.68	348	(----------I----------)
RACE/ETH							
WHITE	2.942	0.027	-0.004	0.007	87.42	600	(---------I---------)
BLACK	2.942	0.033	-0.004	0.040	4.36	34	(----------I----------)
HISPANIC	2.799	0.109	-0.147	0.109	2.35	19	----------)
OTHER	3.000	0.000	0.054*	0.026	1.39	10	I
WHI/MIN							
WHITE	2.942	0.027	-0.004	0.007	87.42	600	(---------I---------)
MINORITY	2.910	0.041	-0.035	0.045	8.09	63	(----------I----------)
LANGUAGE							
BILNGUAL	2.879	0.053	-0.067	0.051	5.25	39	----------I----------)
NOT BLNG	2.941	0.025	-0.004	0.006	90.44	626	(---------I---------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- EMERGENCY - ORGANIZATION
ITEMS IN MEAN : ST22

VARIABLE CATEGORY	STATISTICS FOR MEAN SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	95% CONFIDENCE INTERVALS ON MEANS (2.84 2.89 2.94 2.99 3.04 3.09)
STATE	2.972	0.039	.	.	100.00	691	(----------X----------)
ROC							
BIG CITY	2.882	0.056	-0.090	0.058	19.91	173	---------X----------)
IND SUB	2.888	0.049	-0.084	0.058	11.51	170	----------X----------)
RES SUB	3.000	0.083	0.028	0.055	39.13	179	----------X----------
OTHER	3.029	0.059	0.057	0.054	29.44	172	(----------X----------
SEX							
MALE	2.936	0.050	-0.037	0.022	47.20	337	----------X----------)
FEMALE	3.005	0.037	0.033	0.021	51.68	348	(----------X----------)
RACE/ETH							
WHITE	2.977	0.043	0.005	0.010	87.42	600	(----------X----------)
BLACK	2.945	0.062	-0.027	0.073	4.36	34	----------X----------)
HISPANIC	2.647	0.179	-0.325	0.172	2.35	19	----------)
OTHER	2.831	0.113	-0.141	0.120	1.39	10	----------)
WHI/MIN							
WHITE	2.977	0.043	0.005	0.010	87.42	600	(----------X----------)
MINORITY	2.839	0.073	-0.133	0.075	8.09	63	X----------)
LANGUAGE							
BILINGUAL	2.807	0.095	-0.165	0.100	5.25	39	----------)
NOT BLNG	2.973	0.042	0.001	0.009	90.44	626	(----------X----------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- EMERGENCY - CONTENT
ITEMS IN MEAN : ST23

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.950	0.036	.	.	100.00	691
ROC						
BIG CITY	2.859	0.072	-0.091	0.066	19.91	170
IND SUB	2.971	0.044	0.020	0.053	11.51	170
RES SUB	3.006	0.057	0.055	0.045	39.13	179
OTHER	2.930	0.079	-0.020	0.062	29.44	172
SEX						
MALE	2.910	0.041	-0.040	0.029	47.20	337
FEMALE	2.986	0.049	0.035	0.028	51.68	348
RACE/ETH						
WHITE	2.958	0.039	0.008	0.009	87.42	600
BLACK	2.880	0.109	-0.070	0.117	4.36	34
HISPANIC	2.647	0.179	-0.303	0.177	2.35	19
OTHER	2.831	0.215	-0.119	0.212	1.39	10
WHI/MIN						
WHITE	2.958	0.039	0.008	0.009	87.42	600
MINORITY	2.804	0.092	-0.146	0.095	8.09	63
LANGUAGE						
BILNGUAL	2.808	0.111	-0.142	0.104	5.25	39
NOT BLNG	2.952	0.036	0.002	0.009	90.44	626

TABLE 3-7 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- EMERGENCY - LANGUAGE
ITEMS IN MEAN : ST24

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.89 2.94 2.99 3.04 3.09 3.14
STATE	3.021	0.034	.	.	100.00	691	(----------X----------)
ROC							
BIG CITY	2.918	0.060	-0.103	0.058	19.91	170	------X----------)
IND SUB	2.965	0.032	-0.056	0.044	11.51	170	(----------X----------)
RES SUB	3.084	0.066	0.063	0.046	39.13	179	(----------X----------
OTHER	3.029	0.062	0.008	0.052	29.44	172	(----------X----------
SEX							
MALE	3.017	0.041	-0.004	0.018	47.20	337	(----------X----------)
FEMALE	3.025	0.035	0.004	0.016	51.68	348	(----------X----------)
RACE/ETH							
WHITE	3.022	0.035	0.001	0.008	87.42	600	(----------X----------)
BLACK	3.054	0.044	0.033	0.052	4.36	34	(----------X----------)
HISPANIC	2.726	0.119	-0.295*	0.118	2.35	19	----------)
OTHER	2.915	0.084	-0.105	0.092	1.39	10	-----X----------)
WHI/MIN							
WHITE	3.022	0.035	0.001	0.008	87.42	600	(----------X----------)
MINORITY	2.935	0.058	-0.086	0.061	8.09	63	---------X----------)
LANGUAGE							
BILNGUAL	2.865	0.042	-0.156*	0.046	5.25	39	----------)
NOT BLNG	3.022	0.034	0.001	0.007	90.44	626	(----------X----------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- SEQUENCE - DELIVERY
ITEMS IN MEAN : ST31

VARIABLE CATEGORY	STATISTICS FOR MEAN: SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.920	0.019	.	.	100.00	691
ROC						
BIG CITY	2.853	0.050	-0.067	0.044	19.91	170
IND SUB	2.882	0.037	-0.038	0.038	11.51	170
RES SUB	2.927	0.039	0.007	0.026	39.13	179
OTHER	2.971	0.018	0.051*	0.023	29.44	172
SEX						
MALE	2.908	0.025	-0.012	0.013	47.20	337
FEMALE	2.930	0.021	0.009	0.012	51.68	348
RACE/ETH						
WHITE	2.916	0.021	-0.004	0.005	87.42	600
BLACK	2.943	0.053	0.023	0.054	4.36	34
HISPANIC	2.848	0.084	-0.072	0.083	2.35	19
OTHER	3.000	0.000	0.080*	0.019	1.39	10
WHI/MIN						
WHITE	2.916	0.021	-0.004	0.005	87.42	600
MINORITY	2.925	0.036	0.005	0.037	8.09	63
LANGUAGE						
BILNGUAL	2.757	0.101	-0.163	0.096	5.25	39
NOT BLNG	2.924	0.023	0.004	0.006	90.44	626

TABLE 3-7 *(Continued).* Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- SEQUENCE - ORGANIZATION
ITEMS IN MEAN : ST32

VARIABLE CATEGORY	STATISTICS FOR MEAN: SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.889	0.033	.	.	100.00	691
NOC						
BIG CITY	2.765	0.065	-0.125*	0.060	19.91	170
IND SUB	2.906	0.031	0.016	0.043	11.51	170
RES SUB	2.922	0.074	0.032	0.048	39.13	179
OTHER	2.924	0.026	0.035	0.037	29.44	172
SEX						
MALE	2.881	0.042	-0.009	0.018	47.20	337
FEMALE	2.895	0.033	0.006	0.017	51.68	348
RACE/ETH						
WHITE	2.878	0.034	-0.012	0.009	87.42	600
BLACK	2.993	0.131	0.104	0.129	4.36	34
HISPANIC	2.740	0.219	-0.149	0.211	2.35	19
OTHER	3.000	0.000	0.111*	0.033	1.39	10
WHI/MIN						
WHITE	2.878	0.034	-0.012	0.009	87.42	600
MINORITY	2.921	0.094	0.031	0.089	8.09	63
LANGUAGE						
BILNGUAL	2.711	0.106	-0.178	0.102	5.25	39
NOT BLNG	2.892	0.034	0.002	0.007	90.44	626

VARIABLE CATEGORY	95% CONFIDENCE INTERVALS ON MEANS: 2.76 2.81 2.86 2.91 2.96 3.01
STATE	(----------X----------)
NOC	
BIG CITY	-X----------)
IND SUB	(----------X----------)
RES SUB	(----------X----------
OTHER	(----------X---------)
SEX	
MALE	(----------X----------)
FEMALE	(----------X----------)
RACE/ETH	
WHITE	(----------X----------)
BLACK	----------X---
HISPANIC	----------
OTHER	X
WHI/MIN	
WHITE	(----------X----------)
MINORITY	----------X----------
LANGUAGE	
BILNGUAL	----------)
NOT BLNG	(----------X----------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- SEQUENCE - CONTENT
ITEMS IN MEAN : ST33

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.75 2.80 2.85 2.90 2.95 3.00
STATE	2.884	0.028	.	.	100.00	691	(----------X----------)
ROC							
BIG CITY	2.788	0.063	-0.095	0.056	19.91	170	--------X----------)
IND SUB	2.876	0.048	-0.007	0.050	11.51	170	(----------X----------)
RES SUB	2.939	0.055	0.055	0.038	39.13	179	(----------X----------
OTHER	2.878	0.042	-0.006	0.039	29.44	172	(----------X----------)
SEX							
MALE	2.886	0.034	0.003	0.022	47.20	337	(----------X----------)
FEMALE	2.875	0.037	-0.008	0.020	51.68	348	(----------X----------)
RACE/ETH							
WHITE	2.869	0.029	-0.015	0.008	87.42	600	(----------X----------)
BLACK	2.954	0.114	0.070	0.111	4.36	34	----------X----------
HISPANIC	2.912	0.189	0.028	0.183	2.35	19	----------X----------
OTHER	3.039	0.148	0.155	0.151	1.39	10	----------
WHI/MIN							
WHITE	2.869	0.029	-0.015	0.008	87.42	600	(----------X----------)
MINORITY	2.956	0.084	0.073	0.078	8.09	63	(----------X----------
LANGUAGE							
BILNGUAL	2.808	0.109	-0.076	0.098	5.25	39	----------X----------
NOT BLNG	2.879	0.028	-0.004	0.007	90.44	626	(----------X----------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- SEQUENCE - LANGUAGE
ITEMS IN MEAN : ST34

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.916	0.020	.	.	100.00	691
ROC						
BIG CITY	2.824	0.055	-0.092	0.047	19.91	170
IND SUB	2.918	0.031	0.002	0.034	11.51	170
RES SUB	2.916	0.038	0.000	0.027	39.13	179
OTHER	2.977	0.024	0.061*	0.025	29.44	172
SEX						
MALE	2.904	0.023	-0.011	0.015	47.20	337
FEMALE	2.924	0.026	0.009	0.014	51.68	348
RACE/ETH						
WHITE	2.913	0.019	-0.003	0.007	87.42	600
BLACK	3.035	0.051	0.119*	0.051	4.36	34
HISPANIC	2.655	0.175	-0.261	0.167	2.35	19
OTHER	2.915	0.084	-0.000	0.088	1.39	10
WNI/NIN						
WHITE	2.913	0.019	-0.003	0.007	87.42	600
MINORITY	2.904	0.070	-0.012	0.061	8.09	63
LANGUAGE						
BILINGUAL	2.738	0.090	-0.181*	0.082	5.25	39
NOT BLNG	2.920	0.020	0.004	0.006	90.44	626

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- PERSUASION - DELIVERY
ITEMS IN MEAN : ST41

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.913	0.024	.	.	100.00	691
ROC						
BIG CITY	2.847	0.043	-0.066	0.041	19.91	170
IND SUB	2.859	0.058	-0.054	0.056	11.51	170
RES SUB	2.927	0.046	0.014	0.032	39.13	179
OTHER	2.959	0.035	0.046	0.033	29.44	172
SEX						
MALE	2.898	0.030	-0.015	0.019	47.20	337
FEMALE	2.925	0.030	0.012	0.018	51.68	348
RACE/ETH						
WHITE	2.909	0.022	-0.004	0.006	87.42	600
BLACK	2.873	0.063	-0.040	0.063	4.36	34
HISPANIC	2.749	0.103	-0.164	0.102	2.35	19
OTHER	2.966	0.199	0.053	0.192	1.39	10
WHI/MIN						
WHITE	2.909	0.022	-0.004	0.006	87.42	600
MINORITY	2.853	0.058	-0.060	0.056	8.09	63
LANGUAGE						
BILNGUAL	2.693	0.119	-0.219	0.111	5.25	39
NOT BLNG	2.917	0.021	0.004	0.009	90.44	626

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- PERSUASION - ORGANIZATION
ITEMS IN MEAN : ST42

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<-------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.67 2.72 2.77 2.82 2.87 2.92
STATE	2.799	0.024	.	.	100.00	691	(---------I---------)
ROC							
BIG CITY	2.706	0.062	-0.093	0.055	19.91	170	--------I-------------------------)
IND SUB	2.794	0.053	-0.004	0.053	11.51	170	(--------------------I--------------------)
AES SUB	2.765	0.045	-0.033	0.032	39.13	179	(-----------------I-----------------)
OTHER	2.907	0.033	0.108*	0.032	29.44	172	(------------I---
SEX							
MALE	2.747	0.033	-0.051*	0.022	47.20	337	(------------I------------)
FEMALE	2.844	0.030	0.046*	0.020	51.68	348	(-----------I-----------)
RACE/ETH							
WHITE	2.800	0.024	0.002	0.006	87.42	600	(---------I---------)
BLACK	2.648	0.087	-0.151	0.086	4.36	34	----------)
HISPANIC	2.749	0.103	-0.050	0.103	2.35	19	----------I----------
OTHER	2.870	0.186	0.071	0.188	1.39	10	----------I----------
WHI/MIN							
WHITE	2.800	0.024	0.002	0.006	87.42	600	(---------I---------)
MINORITY	2.715	0.053	-0.083	0.056	8.09	63	---------I---------)
LANGUAGE							
BILNGUAL	2.625	0.119	-0.173	0.113	5.25	39	----------)
NOT BLNG	2.800	0.023	0.002	0.009	90.44	626	(--------I--------)

TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- PERSUASION - CONTENT
ITEMS IN MEAN : ST03

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.784	0.029	.	.	100.00	691
ROC						
BIG CITY	2.659	0.068	-0.125*	0.060	19.91	170
IND SUB	2.794	0.053	0.010	0.055	11.51	170
RES SUB	2.788	0.044	0.003	0.036	39.13	179
OTHER	2.860	0.064	0.076	0.051	29.44	172
SEX						
MALE	2.753	0.039	-0.031	0.024	47.20	337
FEMALE	2.811	0.035	0.027	0.021	51.68	348
RACE/ETH						
WHITE	2.778	0.030	-0.006	0.008	87.42	600
BLACK	2.742	0.120	-0.042	0.119	4.36	34
HISPANIC	2.620	0.133	-0.164	0.133	2.35	19
OTHER	2.870	0.186	0.086	0.185	1.39	10
WHI/MIN						
WHITE	2.778	0.030	-0.006	0.008	87.42	600
MINORITY	2.728	0.093	-0.056	0.091	8.09	63
LANGUAGE						
BILINGUAL	2.575	0.123	-0.210	0.115	5.25	39
NOT BLNG	2.785	0.029	0.001	0.011	90.44	626

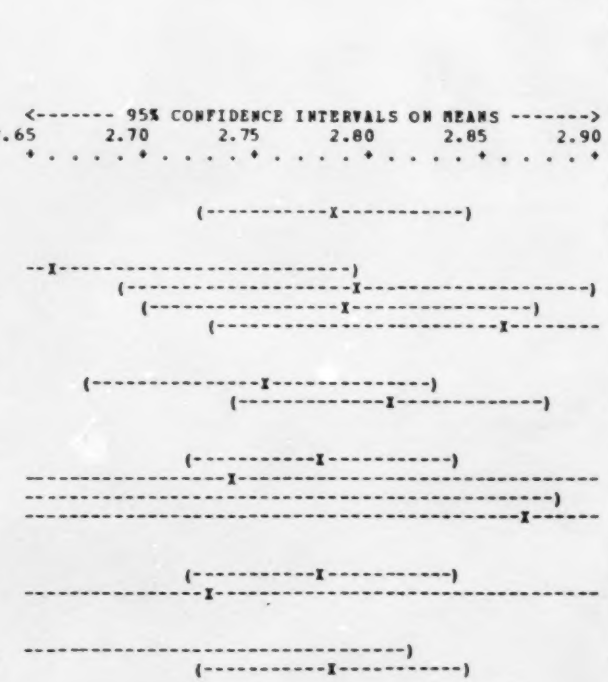


TABLE 3-7 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Each Rating of Each Speaking Task for Students Statewide and by Major Reporting Groups

ANALYSIS OF MEANS FOR: ----- PERSUASION - LANGUAGE
ITEMS IN MEAN : ST44

VARIABLE CATEGORY	SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
STATE	2.911	0.023	.	.	100.00	691
KOC						
BIG CITY	2.853	0.040	-0.058	0.037	19.91	170
IND SUB	2.882	0.033	-0.028	0.035	11.51	170
RES SUB	2.894	0.041	-0.017	0.027	39.13	179
OTHER	2.983	0.026	0.072*	0.026	29.44	172
SEX						
MALE	2.866	0.027	-0.044*	0.018	47.20	337
FEMALE	2.952	0.026	0.042*	0.018	51.68	348
RACE/ETH						
WHITE	2.904	0.020	-0.007	0.006	87.42	600
BLACK	2.953	0.056	0.043	0.058	4.36	38
HISPANIC	2.726	0.119	-0.185	0.117	2.35	19
OTHER	2.955	0.170	0.044	0.172	1.39	10
WHI/MIN						
WHITE	2.904	0.020	-0.007	0.006	87.42	600
MINORITY	2.887	0.063	-0.023	0.064	8.09	63
LANGUAGE						
BILNGUAL	2.737	0.115	-0.174	0.110	5.25	39
NOT BLNG	2.912	0.019	0.002	0.009	90.44	626

TABLE 3-8. Summary of Statistically Significant Differences Between the State and Group Mean One-on-One Ratings for Each Dimension of Each Task

	Dimension			
	Delivery	Organization	Content	Language
Description	Other KOC(+) White (-) Black(+) Other Race/Eth(+)	Other KOC(+)		Big City(-) Other KOC(+)
Emergency	Other Race/Eth(+)			Hispanic(-) Bilingual(-)
Sequence	Other KOC(+) Other Race/Eth(+)	Big City(-) Other Race/Eth(+)		Other KOC(+) Black(+) Bilingual(-)
Persuasion		Other KOC(+) Male(-) Female(+)	Big City(-)	Other KOC(+) Male(-) Female(+)

One-on-One Ratings by Student Background Characteristics

Table 3-9 presents the overall mean one-on-one ratings for each reporting group defined by the student background questionnaire. The complete text for each question and response choices may be found in Appendix D. There are many significant group differences indicated in the table. However, in some cases there are only a small number of students who chose a particular response. Caution should be observed when examining these students' scores. Furthermore, it should be remembered that the background variables are merely correlated with students' average ratings and cannot be used to infer causality.

TABLE 3-9. Mean Rating and Standard Error on the One-on-One Ratings for Students Statewide and by All Background Characteristics

ANALYSIS OF MEANS FOR: ----- PACKAGE SCORE
ITEMS IN MEAN : ST11 ST12 ST13 ST14 ST21 ST22 ST23 ST24 ST31 ST32 ST33 ST34 ST41 ST42 ST43 ST44

VARIABLE CATEGORY	<------STATISTICS FOR MEAN -------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.76 2.81 2.85 2.91 2.96 3.01
STATE	2.892	0.020	.	.	100.00	691	(-------X--------)
RACE							
MISSING	3.046	0.064	0.154*	0.061	4.31	26	(----------)
AM INDIAN	2.980	0.135	0.088	0.136	0.63	4	----------I----------
ASIAN	2.915	0.055	0.022	0.058	0.64	5	(----------I----------)
BLACK	2.935	0.038	0.043	0.041	4.47	35	(----------X----------)
WHITE	2.887	0.021	-0.005	0.005	88.72	611	(-------X--------)
OTHER	2.626	0.085	-0.266	0.081	1.23	10	-------)
HISPANIC							
MISSING	3.030	0.063	0.138*	0.060	4.49	28	(----------)
YES	2.747	0.102	-0.146	0.099	2.35	19	----------)
NO	2.889	0.020	-0.003	0.004	93.16	644	(-------X-------)
LANGUAGE							
MISSING	3.058	0.056	0.166*	0.055	4.31	26	(----------)
CAPE VERDEAN	2.062	0.000	-0.830*	0.020	0.12	1	
CHINESE	2.966	0.020	0.073*	0.027	0.52	4	(-------X-------)
ENGLISH	2.894	0.021	0.001	0.005	90.44	626	(--------X--------)
FRENCH	2.814	0.107	-0.078	0.106	0.29	2	----------I----------
GREEK	2.669	0.061	-0.223	0.063	0.71	6	----------I----------)
ITALIAN	2.922	0.119	0.029	0.117	0.66	6	----------I----------
PORTUGUESE	2.366	0.137	-0.527*	0.138	0.98	7	
SPANISH	2.645	0.104	-0.247*	0.100	1.16	9	----------)
OTHER	2.965	0.052	0.072	0.059	0.83	4	(----------I----------
CURRICULUM							
GENERAL	2.853	0.038	-0.039	0.036	13.70	90	(----------I----------)
VOCATIONAL	2.755	0.076	-0.137	0.070	9.75	78	----------)
COLLEGE	2.964	0.020	0.071*	0.013	59.42	400	(-------X-------)
BUSINESS	2.774	0.039	-0.119*	0.032	14.69	108	---I----------)
DON'T KNOW	2.439	0.243	-0.453	0.238	1.42	9	----------)
LIKE SCHOOL							
HATE	2.948	0.055	0.056	0.058	1.91	11	(----------I----------
DON'T LIKE	2.942	0.041	0.050	0.036	7.05	51	(----------I----------
O.K.	2.820	0.026	-0.073*	0.015	35.79	258	(---------I---------)
LIKE	2.915	0.025	0.023	0.014	40.00	269	(---------I---------)
LIKE A LOT	2.978	0.031	0.086*	0.023	14.08	96	(----------I------

TABLE 3-9 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------STATISTICS FOR MEAN------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.76 2.81 2.86 2.91 2.96 3.01
FATH OCCUPATION							
LOWER	2.854	0.039	-0.039	0.032	17.68	136	(----------I----------)
MIDDLE	2.836	0.026	-0.056*	0.014	33.30	240	(---------I---------)
HIGHER	2.960	0.020	0.068*	0.014	41.07	256	(-------I-------)
NOT WORK	2.884	0.058	-0.009	0.060	2.31	20	(----------I----------)
NOT APPLY	2.836	0.072	-0.056	0.064	4.28	31	(----------I----------)
MOTH OCCUPATION							
LOWER	2.854	0.029	-0.039	0.031	13.81	103	(----------I----------)
MIDDLE	2.871	0.027	-0.321	0.021	28.03	197	(---------I---------)
HIGHER	2.948	0.027	0.056*	0.020	22.32	138	(----------I----------)
NOT WORK	2.895	0.034	0.003	0.019	33.52	236	(----------I----------)
NOT APPLY	2.664	0.211	-0.229	0.206	1.26	11	(----------I----------)
HIGH OCCUPATION							
LOWER	2.835	0.042	-0.057	0.038	11.50	89	(----------I----------)
MIDDLE	2.827	0.029	-0.065*	0.017	34.71	254	(----------I----------)
HIGHER	2.953	0.020	0.061	0.012	50.41	319	(-------I-------)
NOT WORK	0.000	0.000	-2.892	0.020	0.00	0	
NOT APPLY	0.000	0.000	-2.892*	0.020	0.00	0	
SPEECH PROBLEM							
YES	2.956	0.021	0.063*	0.015	37.87	258	(-------I-------)
NO	2.856	0.027	-0.037*	0.012	50.04	351	(----------I----------)
DIFFICULTY TALK							
HARDLY EVER	2.818	0.042	-0.075*	0.035	14.72	98	(----------I----------)
ONCE IN WHILE	2.905	0.021	0.012*	0.006	84.21	587	(-------I-------)
FAIRLY OFTEN	0.000	0.000	-2.892*	0.020	0.00	0	
VERY OFTEN	0.000	0.000	-2.892*	0.020	0.00	0	
GIVEN WORK							
HARDLY EVER	2.897	0.018	0.004	0.010	66.99	464	(------I------)
ONCE IN WHILE	2.894	0.043	0.002	0.025	23.51	163	(----------I----------)
FAIRLY OFTEN	2.843	0.063	-0.050	0.059	6.62	44	(----------I----------)
VERY OFTEN	2.769	0.085	-0.123	0.081	1.63	13	(----------I----------)
SPEAK IN CLASS							
HARDLY EVER	2.790	0.044	-0.102*	0.043	7.27	55	(----------I----------)
ONCE IN WHILE	2.833	0.031	-0.060*	0.019	27.65	194	(----------I----------)
FAIRLY OFTEN	2.912	0.023	0.020	0.013	46.89	319	(--------I--------)
VERY OFTEN	2.973	0.033	0.081*	0.024	16.72	114	(----------I----------)

TABLE 3-9 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------STATISTICS FOR MEAN------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT	<------- 95% CONFIDENCE INTERVALS ON MEANS -------> 2.76 2.81 2.86 2.91 2.96 3.01
EXTRA-CURRICULAR							
YES	2.947	0.029	0.054*	0.018	34.90	243	(----------I----------)
NO	2.859	0.021	-0.033*	0.010	63.75	440	(--------I--------)
CONTINUE EDUC							
STRONG AGREE	2.907	0.042	0.015	0.037	13.42	93	(---------------I---------------)
AGREE	2.895	0.025	0.003	0.010	64.41	435	(---------I---------)
DISAGREE	2.867	0.028	-0.025	0.025	19.56	148	(----------I----------)
STRONG DISAGR	2.909	0.055	0.016	0.052	1.37	12	(----------I----------
GET A JOB							
STRONG AGREE	2.857	0.032	-0.035	0.029	12.28	83	(----------I----------)
AGREE	2.893	0.023	0.001	0.008	53.16	377	(---------I--------)
DISAGREE	2.891	0.029	-0.002	0.019	29.30	196	(----------I----------)
STRONG DISAGR	2.977	0.062	0.085	0.060	3.62	25	(----------I------
CAN'T LIS/SPEAK							
STRONG AGREE	2.958	0.028	0.065*	0.022	13.88	98	(----------I----------
AGREE	2.898	0.027	0.005	0.018	35.98	246	(----------I---------)
DISAGREE	2.856	0.033	-0.036	0.021	28.22	195	(----------I----------)
STRONG DISAGR	2.879	0.031	-0.013	0.026	20.09	137	(----------I----------)
CLASSES TOO EASY							
STRONG AGREE	2.848	0.071	-0.044	0.067	3.59	27	----------I----------)
AGREE	2.917	0.031	0.025	0.025	21.33	154	(----------I----------)
DISAGREE	2.893	0.023	0.000	0.009	63.42	432	(---------I--------)
STRONG DISAGR	2.846	0.042	-0.047	0.038	9.89	67	(----------I----------)
CHOICE COURSES							
STRONG AGREE	2.911	0.027	0.019	0.019	27.36	187	(----------I----------)
AGREE	2.887	0.023	-0.006	0.015	52.85	358	(---------I--------)
DISAGREE	2.892	0.047	-0.001	0.039	14.42	108	(----------I----------)
STRONG DISAGR	2.794	0.087	-0.098	0.079	3.67	28	-------I----------)
ENCOUR CREATIVE							
STRONG AGREE	2.951	0.030	0.059*	0.024	15.34	104	(----------I----------
AGREE	2.896	0.021	0.003	0.013	43.79	292	(--------I--------)
DISAGREE	2.883	0.028	-0.009	0.017	32.52	227	(----------I----------)
STRONG DISAGR	2.773	0.055	-0.119*	0.046	6.55	55	---I----------)
JUMP INTO DISCUS							
STRONG AGREE	2.996	0.031	0.104*	0.022	20.17	134	(----------I---
AGREE	2.899	0.022	0.007	0.013	51.97	368	(---------I--------)
DISAGREE	2.801	0.029	-0.091*	0.022	21.07	145	--------I----------)
STRONG DISAGR	2.799	0.060	-0.094	0.055	5.25	34	--------I----------)

TABLE 3-9 *(Continued)*. Mean Rating and Standard Error on the One-on-One Ratings for Students Statewide and by All Background Characteristics

VARIABLE CATEGORY	<------STATISTICS FOR MEAN------> SCORE	SE(S)	DELTA-S	SE(DS)	PERCENT (BY WGT) OF STATE	NCOUNT
DIFF ASK TEACHERS						
STRONG AGREE	2.793	0.054	-0.099	0.051	3.98	28
AGREE	2.816	0.035	-0.077*	0.023	21.27	152
DISAGREE	2.895	0.022	0.002	0.015	47.11	333
STRONG DISAGR	2.960	0.032	0.067*	0.021	28.22	156
NERVOUS IN DISCUS						
STRONG AGREE	2.805	0.041	-0.087*	0.039	6.93	50
AGREE	2.842	0.031	-0.050*	0.024	23.31	164
DISAGREE	2.902	0.021	0.010	0.013	49.91	343
STRONG DISAGR	2.963	0.040	0.071*	0.024	17.13	117
CAN TALK TO OLDER						
STRONG AGREE	2.947	0.033	0.054*	0.022	23.19	162
AGREE	2.891	0.023	-0.001	0.013	51.19	354
DISAGREE	2.812	0.028	-0.080*	0.023	19.83	136
STRONG DISAGR	2.986	0.054	0.093	0.051	4.19	29
DON'T LIKE PHONE						
STRONG AGREE	2.822	0.029	-0.071*	0.023	14.82	103
AGREE	2.895	0.026	0.003	0.017	38.58	264
DISAGREE	2.909	0.024	0.017	0.014	34.11	234
STRONG DISAGR	2.923	0.043	0.030	0.036	10.56	78
HARD OFT WORK IN						
STRONG AGREE	2.804	0.048	-0.088	0.048	3.67	25
AGREE	2.812	0.033	-0.080*	0.024	15.76	113
DISAGREE	2.886	0.022	-0.007	0.011	59.05	402
STRONG DISAGR	2.997	0.034	0.105*	0.023	19.06	132
SHOULD DO TASKS						
YES	2.894	0.020	0.002	0.004	91.58	634
NO	2.836	0.078	-0.056	0.069	4.93	34

IV. BACKGROUND INFORMATION

Overview

A secondary purpose of the listening and speaking assessment is to provide background information about students and schools. This was accomplished by three questionnaires, one each for principals, one for teachers and one for students.

School principals responded to questions regarding various characteristics of their schools and the curricula or activities offered in the areas of speaking and listening. In addition, principals responded to questions that solicited their attitudes toward school policies and the amount of emphasis given to listening and speaking instruction. Forty-four principals from the 49 sampled schools responded to the questionnaire. The results are descriptive of the sampled schools only and cannot be generalized to all schools within the state. The sampling procedures used in the assessment were designed to be representative of students and not schools. The Principal Questionnaire may be found in Appendix E.

A teacher questionnaire was distributed to each of the teachers who rated students using the teacher observation measure. The response rate was high; 571 teachers returned the questionnaires. However, as with the results of the principal questionnaire, these results cannot be generalized to all teachers in the state. Teachers were asked to rate their level of difficulty and their confidence in using the Speaking Ratings Guide. Additionally, teachers were asked if they felt that the ratings would be beneficial to schools and teachers. The Teacher Questionnaire may be found in Appendix F.

Students of both the listening and speaking assessments responded to background questions about themselves. These results may be generalized to 12th graders throughout the state. The items included such characteristics as sex, racial/ethnic background, first language learned at home, parents' occupations, school curriculum and a variety of attitudinal items that might influence listening or speaking skills. Some questions were administered to all students, while others were tailored specifically for the students participating in the listening assessment or for those participating in the speaking assessment. The student questionnaires for listening and speaking, Questions

About You, may be found in Appendix C and Appendix D, respectively.

This chapter reports the responses of each item for each questionnaire. The responses are presented in percentages. Items that were left blank are reported as "missing." In the case of the principal and teacher questionnaires, the data are unweighted. In the case of the student questionnaires, the data are weighted with the appropriate sampling weights. (See Chapter I for a discussion of the sampling weights.) Percentages shown in the tables may not add to 100% due to rounding error.

Results of the Principal Questionnaire

Table 4-1 presents the responses to each item in the Principal Questionnaire. None of the principals thought that too much emphasis is placed on listening and speaking skills instruction within their schools. Sixty-four percent felt that there is not enough listening instruction, and 69% responded that there is not enough speaking instruction.

Theater and speech are the two most frequently offered related school subjects of nine weeks or more. These are followed by (in order of frequency) radio, TV or film; debate, forensics or argumentation; interpersonal communication or human relations; and discussion or group process. Most of these classes that are not given as nine-week units of study are integrated topics in other courses. Other topics mentioned by respondents, but not listed on the questionnaire, are shown in the table.

Theater/drama is also the most frequently mentioned related extracurricular activity offered by the schools. This is followed by (in order of frequency) radio, TV or film; debate or forensics; and public speaking. Other activities mentioned by respondents are shown in the table.

The remainder of the Principal Questionnaire deals with attitudes and perceptions toward school policies. Over half of the principals agreed, or strongly agreed, that students can graduate without knowing how to listen or speak very well. The results for all of these items are presented in Table 4-1.

TABLE 4-1. Percentage of Principals Responding to Each Option of Each Item in the Principal Questionnaire

PLEASE INDICATE WHO IS COMPLETING THE QUESTIONNAIRE.

Principal	55.6%
Other	42.2
Missing	2.2

WHAT PERCENT OF THE TWELFTH-GRADERS IN YOUR SCHOOL ARE NOT EXPECTED TO RECEIVE A HIGH SCHOOL DIPLOMA THIS JUNE?

0 - 4%	77.8
5 - 9	11.1
10 - 14	11.1

WHAT IS YOUR OPINION OF THE AMOUNT OF EMPHASIS ON LISTENING AND SPEAKING SKILLS INSTRUCTION IN YOUR SCHOOL IN RELATION TO THE NEEDS OF THE MAJORITY OF YOUR STUDENTS?

A. Listening

Excessive	0.0
Just right	33.3
Not enough	64.4
Missing	2.2

B. Speaking

Excessive	0.0
Just right	28.9
Not enough	68.9
Missing	2.2

TABLE 4-1 *(Continued)*. Percentage of Principals Responding to Each Option of Each Item in the Principal Questionnaire

	As a Concentrated Unit of Study of Nine (9) Wks. or More	As a Topic Integrated Into A General Course	Not at All	Missing
LISTED BELOW ARE SOME SCHOOL SUBJECTS WHICH EMPHASIZE SPEAKING AND LISTENING SKILLS. HOW ARE THE FOLLOWING TOPICS INCLUDED IN YOUR SCHOOL'S CURRICULUM?				
Debate, forensics or argumentation	15.6%	48.9%	33.3%	2.2%
Discussion or group process	6.7	84.4	6.7	2.2
Interpersonal communication or human relations	13.3	71.1	8.9	6.7
Speech or public speaking	55.6	28.9	13.3	2.2
Radio, TV or film	44.4	33.3	20.0	2.2
Theater, drama or oral interpretation	62.2	24.4	11.1	2.2
Other:	6.0	0.0	94.0	0.0
Humanities				
Title I--Special reading programs				
Communication skills--Speech therapy				
Advanced reading techniques				
News media				

TABLE 4-1 *(Continued)*. Percentage of Principals Responding to Each Option of Each Item in the Principal Questionnaire

	Yes	No	Missing
LISTED BELOW ARE SOME EXTRA-CURRICULAR ACTIVITIES WHICH EMPHASIZE SPEAKING AND LISTENING SKILLS. FOR EACH ACTIVITY FILL IN WHETHER OR NOT YOUR SCHOOL OFFERS THIS ACTIVITY.			
Debate or forensics	33.3%	64.4%	2.2%
Public speaking	31.1	66.7	2.2
Radio, TV or film	46.7	51.1	2.2
Theater or drama	91.1	6.7	2.2
Other:	8.0	92.0	0.0
Variety show			
Distrib. education clubs			
Assembly committee			
Fashion show and study			
Musical talent expression			

TABLE 4-1 *(Continued)*. Percentage of Principals Responding to Each Option of Each Item in the Principal Questionnaire

FOR THE FOLLOWING STATEMENTS, READ EACH STATEMENT CAREFULLY, DECIDE HOW MUCH YOU AGREE OR DISAGREE.	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing
Most students know what they're expected to learn in their classes	22.2%	73.3%	4.4%	0.0%	0.0%
Teachers are encouraged to design their own courses	22.2	51.1	24.4	2.2	0.0
Most teachers have adequate time to give students extra help	28.9	53.3	15.6	2.2	0.0
Many teachers work hard to individualize instructions	17.8	60.0	22.2	0.0	0.0
Students who want to continue their education after high school are well prepared to do so	40.0	51.1	8.9	0.0	0.0
Students who want to get a job after they graduate are well prepared to do so.	22.2	62.2	15.6	0.0	0.0
Students can graduate without knowing how to listen or speak very well	4.4	48.9	28.9	15.9	2.2
Most students find their classes too easy	2.2	11.1	82.2	4.4	0.0
Students have a lot of choice about what courses they can take	37.8	42.2	15.6	4.4	0.0
Students are encouraged to pursue their interests in creative areas such as art or music	44.4	42.2	11.1	2.2	0.0

Results of the Teacher Questionnaire

Results of the Teacher Questionnaire are presented in Table 4-2. The majority of the teachers responding to the questionnaire were English teachers (45%), followed by social studies teachers (25%). The remaining teachers were distributed throughout the other subject areas.

Eighty-seven percent of the teachers responded that they had no difficulty understanding the Speaking Ratings Guide. About 30% of the teachers were very confident about the accuracy of the observation ratings they made, and more than 60% of the teachers were somewhat confident about their ratings. Teachers felt that the teacher ratings could be beneficial to schools and teachers, with 91% responding that they are either somewhat beneficial or very beneficial.

One of the most frequently mentioned problems teachers had in rating students' speaking skills was that of not being familiar with the student's speaking habits. Many reasons were given for this including large classes, frequency of student absences and that the course material is lecture-oriented.

TABLE 4-2. Percentage of Teachers Responding to Each Option of Each Item in the Teacher Questionnaire

WHAT SUBJECT AREA DO YOU TEACH PRIMARILY?

Arts	2.0%
English	44.7
Foreign Languages	3.6
Math	4.7
Science	7.4
Social Studies	24.9
Speech	.2
Vocational	11.0
Other	1.4
Missing	.2

HOW MUCH DIFFICULTY DID YOU HAVE UNDERSTANDING ANY PART OF THE SPEAKING RATINGS GUIDE?

None	86.0
Some	11.6
A lot	1.2
Missing	1.2

HOW CONFIDENT DO YOU FEEL ABOUT THE ACCURACY OF THE RATINGS YOU MADE OF STUDENTS' SPEAKING SKILLS?

Very confident	29.3
Somewhat confident	62.6
Not at all confident	7.4
Missing	.7

HOW BENEFICIAL DO YOU FEEL TEACHER RATINGS OF STUDENTS' SPEAKING SKILLS ARE TO SCHOOLS AND TEACHERS?

Very beneficial	28.1
Somewhat beneficial	58.1
Not at all beneficial	8.8
Missing	5.1

Results of the Student Background Questionnaires

The weighted percentage of students responding to each option of each of the student background questions is presented in Table 4-3. Percentages are shown for both the speaking and listening questionnaires.

Students responded to a variety of questions that requested factual information, such as racial/ethnic background, sex and parents' occupations. Other questions dealt with students' attitudes toward school, specific speaking or listening problems and activities in which students have participated that might influence test performance.

Students who responded with any other language besides English to the question, "What language did you first learn to speak at home?" were considered to be bilingual. Only 6% of the students in the listening assessement and 5% of the students in the speaking assessment were not native English speakers.

The majority of students in both areas of the assessment indicated that they were enrolled in college-bound programs. For those students participating in the listening assessment, 56% were enrolled in a college-bound program, 15% in a general program, 15% in a business program and 10% in a vocational program. For students in the speaking assessment, 60% were enrolled in a college-bound program, 15% in a business program, 14% in a general program and 10% in a vocational program.

Many of the items in the student background questionnaire were attitudinal items to which students were given four response choices: strongly agree, agree, disagree or strongly disagree. To the statement, "Students can graduate without knowing how to listen and speak very well," almost 44% of the listening assessment students and 49% of the speaking assessment students either agreed or strongly agreed. In both listening and speaking, more than half the students believe that they are well prepared to continue their education after high school, that they are well prepared to get a job after graduation, that most students do not find their classes too easy, that they have a lot of choice about what courses they can take and that students are encouraged to pursue their interests in creative areas.

Several items were designed toward identifying specific hearing or speech problems that might adversely affect students' performance in the assessment. Only 4% of the students who participated in the listening assessment indicated that they have received special help for a hearing problem or have used a hearing aid. Over half of the students (58%) said they hardly ever have difficulty understanding things they need or want to listen to; another 38% said they have difficulty only once in a while.

Almost 15% of the speaking assessment students said they have received special help for a speech difficulty. Thirty-eight percent said they hardly ever have difficulty talking about things they need or want to talk about; another 50% responded that they have difficulty once in a while.

A large majority of students, over 90% in each assessment area, have hardly ever or only once in a while received help to improve speaking and listening skills. Yet both groups feel that they should be required to learn the skills measured by the tests by the time they graduate from high school.

TABLE 4-3. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Listening	Speaking
WHAT IS YOUR RACIAL BACKGROUND?		
American Indian	0.8%	0.6%
Asian	0.6	0.6
Black	4.8	4.5
White	86.2	88.7
Other	1.9	1.2
Missing	5.7	4.3
IS YOUR ETHNIC HERITAGE HISPANIC (SUCH AS MEXICAN, PUERTO RICAN, CUBAN, CENTRAL OR SOUTH AMERICAN, OR OTHER SPANISH CULTURE OR ORIGIN)?		
Yes	2.8	2.3
No	91.3	93.2
Missing	5.9	4.5
WHAT LANGUAGE DID YOU FIRST LEARN TO SPEAK AT HOME?		
Cape Verdean	0.2	0.1
Chinese	0.4	0.5
English	88.3	90.4
French	1.0	0.3
Greek	0.3	0.7
Italian	0.8	0.7
Portugese	1.2	1.0
Spanish	0.8	1.2
Other	1.0	0.8
Missing	6.0	4.3
WHAT SEX ARE YOU?		
Male	48.5	47.2
Female	50.2	51.7
Missing	1.3	1.1

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Listening	Speaking
WHICH OF THE FOLLOWING BEST DESCRIBES THE PROGRAM OR CURRICULUM IN WHICH YOU ARE NOW ENROLLED?		
General program	15.0%	13.7%
Vocational program	10.3	9.8
College-bound program	55.7	59.4
Business (commercial) program	14.6	14.7
I don't know.	3.3	1.4
Missing	1.2	1.0
HOW DO YOU LIKE YOUR SCHOOL?		
I hate it.	5.2	1.9
I don't like it very much.	10.0	7.1
It's OK.	37.3	35.8
I like it fairly well.	33.9	40.0
I like it a lot.	12.4	14.1
Missing	1.2	1.2

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

Category A: General laborer, factory or farm worker, gas station attendant, waiter, janitor, doorman, mail carrier, driver, trucker, bus driver, gardener, cook, machine operator, barber or beautician, delivery work, etc.

Category B: Skilled craftsperson, foreman, carpenter, mechanic, plumber, tailor, electrician, police officer, technician, practical nurse, bricklayer, fire fighter, baker, meat cutter, office or sales clerk, bank or store clerk, bookkeeper, mail clerk, secretary, cashier, etc.

Category C: Store or office manager, banker, business or farm owner, government official, real estate or insurance agent, teacher, doctor, engineer, lawyer, social worker, public accountant, dentist, registered nurse, writer, artist, scientist, minister or rabbi, etc.

Category D: Stays at home, full-time student, unemployed

	Listening	Speaking
WHAT KIND OF WORK DOES YOUR FATHER OR MALE GUARDIAN USUALLY DO?		
Category A	16.9%	17.7%
Category B	33.8	33.3
Category C	39.1	41.1
Category D	2.3	2.3
I don't have a father or male guardian, or I don't know what kind of job he does.	5.6	4.3
Missing	1.8	1.4
WHAT KIND OF WORK DOES YOUR MOTHER OR FEMALE GUARDIAN USUALLY DO?		
Category A	15.2	13.8
Category B	28.8	28.0
Category C	20.2	22.3
Category D	32.4	33.5
I don't have a mother or female guardian, or I don't know what kind of job she does.	1.8	1.3
Missing	1.6	1.1

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Listening	Speaking
READ EACH STATEMENT CAREFULLY AND DECIDE HOW MUCH YOU AGREE OR DISAGREE.		
STUDENTS WHO WANT TO CONTINUE THEIR EDUCATION AFTER HIGH SCHOOL ARE WELL PREPARED TO DO SO.		
Strongly agree	15.6%	13.4%
Agree	61.7	64.4
Disagree	17.6	19.6
Strongly disagree	2.2	1.4
Missing	2.9	1.2
STUDENTS WHO WANT TO GET A JOB AFTER THEY GRADUATE ARE WELL PREPARED TO DO SO.		
Strongly agree	14.1	12.3
Agree	50.9	53.2
Disagree	28.3	29.3
Strongly disagree	3.5	3.6
Missing	3.1	1.6
STUDENTS CAN GRADUATE WITHOUT KNOWING HOW TO LISTEN AND SPEAK VERY WELL.		
Strongly agree	11.4	13.9
Agree	32.1	35.5
Disagree	31.2	28.2
Strongly disagree	21.6	20.1
Missing	3.7	2.3
MOST STUDENTS FIND THEIR CLASSES TOO EASY.		
Strongly agree	4.3	3.6
Agree	20.3	21.3
Disagree	62.7	63.4
Strongly disagree	9.0	9.9
Missing	3.8	1.8

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Listening	Speaking
STUDENTS HAVE A LOT OF CHOICE ABOUT WHAT COURSES THEY CAN TAKE.		
Strongly agree	23.9%	27.4%
Agree	50.9	52.9
Disagree	16.0	14.4
Strongly Disagree	5.8	3.7
Missing	3.4	1.7
STUDENTS ARE ENCOURAGED TO PURSUE THEIR INTERESTS IN CREATIVE AREAS SUCH AS ART OR MUSIC.		
Strongly agree	11.1	15.3
Agree	40.0	43.8
Disagree	33.4	32.5
Strongly disagree	11.1	6.6
Missing	4.4	1.8

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Listening
HAVE YOU EVER RECEIVED SPECIAL HELP FOR A HEARING PROBLEM OR USED A HEARING AID?	
Yes	3.7%
No	94.7
Missing	1.5
HOW OFTEN DO YOU HAVE DIFFICULTY UNDERSTANDING THINGS YOU NEED OR WANT TO LISTEN TO?	
Hardly ever	57.5
Once in a while	38.0
Fairly often	2.8
Very often	0.5
Missing	1.2
HOW OFTEN HAVE YOU BEEN GIVEN WORK IN SCHOOL AIMED AT HELPING YOU IMPROVE YOUR LISTENING SKILLS?	
Hardly ever	69.5
Once in a while	23.6
Fairly often	4.4
Very often	1.1
Missing	1.5
DO YOU THINK STUDENTS SHOULD BE REQUIRED TO LEARN THE SKILLS MEASURED BY THIS TEST BY THE TIME THEY FINISH HIGH SCHOOL?	
Yes	83.4
No	15.0
Missing	1.6

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Speaking
HAVE YOU EVER RECEIVED SPECIAL HELP FOR A SPEECH DIFFICULTY (SUCH AS A LISP OR A STUTTER)?	
Yes	14.7%
No	84.2
Missing	1.1
HOW OFTEN DO YOU HAVE DIFFICULTY TALKING ABOUT THINGS YOU NEED OR WANT TO TALK ABOUT?	
Hardly ever	37.9
Once in a while	50.0
Fairly often	8.2
Very often	2.9
Missing	1.1
HOW OFTEN HAVE YOU BEEN GIVEN WORK IN SCHOOL AIMED AT HELPING YOU IMPROVE YOUR SPEAKING SKILLS?	
Hardly ever	67.0
Once in a while	23.5
Fairly often	6.6
Very often	1.6
Missing	1.2
HOW OFTEN DO YOU HAVE A CHANCE TO SPEAK IN YOUR CLASSES?	
Hardly ever	7.3
Once in a while	27.6
Fairly often	46.9
Very often	16.7
Missing	1.5
HAVE YOU EVER PARTICIPATED IN EXTRA-CURRICULAR OR COMMUNITY ACTIVITIES WHICH EMPHASIZE SPEAKING SKILLS: FOR EXAMPLE, DEBATE OR SPEECH CLUBS, DISCUSSION GROUPS, PUBLIC SPEAKING, RADIO, TV OR FILM, THEATER OR DRAMA CLUBS?	
Yes	34.9
No	63.7
Missing	1.4

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Speaking
DO YOU THINK STUDENTS SHOULD BE ABLE TO DO THE TASKS YOU WERE ASKED TO DO IN THIS TEST BY THE TIME THEY FINISH HIGH SCHOOL?	
Yes	91.6%
No	4.9
Missing	3.5
READ EACH STATEMENT CAREFULLY AND DECIDE HOW MUCH YOU AGREE OR DISAGREE.	
I HAVE NO PROBLEM "JUMPING INTO A DISCUSSION" IN A GROUP.	
Strongly agree	20.2
Agree	52.0
Disagree	21.1
Strongly disagree	5.3
Missing	1.5
I HAVE DIFFICULTY ASKING MY TEACHERS TO CLARIFY OR EXPLAIN THINGS, EVEN WHEN I DON'T UNDERSTAND THEM.	
Strongly agree	4.0
Agree	21.3
Disagree	47.1
Strongly disagree	24.2
Missing	3.4
I AM NERVOUS WHILE PARTICIPATING IN GROUP DISCUSSIONS.	
Strongly agree	6.9
Agree	23.3
Disagree	49.9
Strongly disagree	17.1
Missing	2.7

TABLE 4-3 *(Continued)*. Percentage of Students for the Listening and the Speaking Assessments Responding to Each Option of Each Item in the Student Questionnaires

	Speaking
I HAVE NO PROBLEM TALKING WITH PEOPLE WHO ARE MUCH OLDER THAN I.	
Strongly agree	23.2%
Agree	51.2
Disagree	19.8
Strongly disagree	4.2
Missing	1.6
I DON'T LIKE HAVING TO CALL SOMEONE I DON'T KNOW ON THE TELEPHONE.	
Strongly agree	14.8
Agree	38.6
Disagree	34.1
Strongly disagree	10.6
Missing	1.9
I FIND IT HARD TO GET A WORD IN WHEN I AM IN A GROUP DISCUSSION.	
Strongly agree	3.7
Agree	15.8
Disagree	59.1
Strongly disagree	19.1
Missing	2.5

APPENDIXES

APPENDIX A

IDENTIFICATION OF KIND OF COMMUNITY FOR MASSACHUSETTS SCHOOL DISTRICTS

School System	KOC	School System	KOC
Local Public Schools			
Abington	3	Bourne Union 10	4
Acton	3	Boxborough Union 42	4
Acushnet	4	Boxford Union 58	3
Agawam	4	Boylston Union 60	3
Amesbury	4	Braintree	3
Amherst Union 26	3	Brewster Union 54	4
Andover	3	Bridgewater	4
Arlington	3	Brimfield Union 61	4
Ashburnham Union 56	4	Brockton	1
Ashfield Union 65	4	Brookfield Union 61	4
Ashland	3	Brookline	3
Athol	4	Burlington	3
Attleboro	4	Cambridge	2
Auburn	2	Canton	3
Avon	3	Carlisle	3
Ayer	4	Carver Union 62	4
Barnstable	4	Chatham	4
Barre Union 63	4	Chelmsford	3
Bedford	3	Chelsea	2
Belchertown	4	Chesterfield Union 66	4
Bellingham	4	Chicopee	1
Belmont	3	Chilmark Union 19	4
Berkley Union 37	4	Clarksburg Union 43	4
Berlin Union 60	4	Clinton	4
Bernardston Union 18	4	Cohasset	3
Beverly	3	Concord	3
Billerica	4	Conway Union 38	4
Blackstone Union 44	4	Danvers	3
Bolton Union 47	4	Dartmouth	4
Boston	1	Dedham	3
Deerfield Union 38	4	Greenfield	4
Dennis Union 11	4	Groton Union 46	3
Dighton Union 37	4	Groveland Union 53	4
Douglas	4	Hadley	4
Dover Union 50	3	Halifax Union 31	4
Dracut	4	Hamilton Union 57	3
Dunstable Union 46	4	Hampden	4
Duxbury	3	Hancock Union 69	4
East Bridgewater	4	Hanover	3
East Brookfield Union 7	4	Hanson	4
Eastham Union 54	4	Hardwick Union 63	4
Easthampton	2	Harvard	4
East Longmeadow	3	Harwich	4
Easton	3	Hatfield	4
Edgartown Union 19	4	Haverhill	1
Erving Union 28	4	Hingham	3
Essex Union 48	4	Holbrook	3
Everett	2	Holden Union 64	3
Fairhaven	4	Holland Union 61	4
Fall River	1	Holliston	3
Falmouth	4	Holyoke	1
Fitchburg	1	Hopedale	4
Florida Union 43	4	Hopkinton	3
Foxborough	3	Hubbardston Union 63	4
Framingham	3	Hudson	3
Franklin	4	Hull	3
Freetown Union 34	4	Ipswich	4
Gardner	4	Kingston Union 31	4
Georgetown	4	Lakeville Union 34	4
Gill Union 18	4	Lancaster	4
Gloucester	4	Lanesborough Union 69	4
Goshen Union 66	4	Lawrence	1
Gosnold Union 37	4	Lee Union 29	2
Grafton	3	Leicester	4
Granby	4	Lenox	4
Granville Union 39	4	Leominster	1

KOC Definition:

1 = Big city
2 = Industrial suburb
3 = Residential suburb
4 = Other

APPENDIX A *(Continued)*.

IDENTIFICATION OF KIND OF COMMUNITY FOR MASSACHUSETTS SCHOOL DISTRICTS

School System	KOC	School System	KOC	School System	KOC	School System	KOC
Leverett Union 28	4	Montague	4	Phillipston Union 1	4	Southampton Union 66	4
Lexington	3	Nahant	3	Pittsfield	1	Southborough Union 3	3
Leyden Union 18	4	Nantucket	4	Plainville	4	Southbridge	4
Lincoln	3	Natick	3	Plymouth Union 62	4	South Hadley	4
Littleton	3	Needham	3	Plympton Union 31	4	Southwick Union 39	4
Longmeadow	3	New Bedford	1	Princeton Union 64	4	Spencer	4
Lowell	1	New Braintree Union 12	4	Provincetown Union 14	4	Springfield	1
Ludlow	4	Newbury Union 68	3	Quincy	2	Sterling Union 64	4
Lunenburg	4	Newburyport	4	Randolph	3	Stoneham	3
Lynn	2	New Salem Union 28	4	Raynham	3	Stoughton	4
Lynnfield	3	Newton	3	Reading	3	Stow Union 47	3
Malden	2	Norfolk	3	Rehoboth Union 37	4	Sturbridge Union 61	3
Manchester Union 48	3	North Adams	4	Revere	2	Sudbury	3
Mansfield	4	Northampton	4	Richmond Union 69	4	Sunderland Union 38	4
Marblehead	3	North Andover	3	Rochester Union 55	4	Sutton	4
Marion Union 55	4	North Attleborough	4	Rockland	3	Swampscott	3
Marlborough	4	Northborough Union 3	3	Rockport	3	Swansea	4
Marshfield	3	Northbridge	4	Rowe Union 65	4	Taunton	4
Mashpee Union 10	4	North Brookfield Union	4	Rowley Union 68	4	Templeton Union 1	3
Mattapoisett Union 55	4	Northfield Union 18	4	Royalston Union 1	4	Tewksbury	3
Maynard	4	North Reading	3	Rutland Union 64	4	Tisbury Union 19	4
Medfield	3	Norton	4	Salem	2	Topsfield Union 58	3
Medford	2	Norwell	3	Salisbury Union 68	4	Truro Union 14	4
Medway	4	Norwood	3	Sandisfield Union 39	4	Tyngsborough	4
Melrose	3	Oak Bluffs Union 19	4	Sandwich Union 10	4	Tyringham Union 29	4
Merrimac Union 53	4	Oakham Union 63	4	Saugus	3	Uxbridge	4
Methuen	4	Orange	4	Savoy Union 43	4	Wakefield	3
Middleborough	4	Orleans Union 54	4	Scituate	3	Wales Union 61	4
Middleton	3	Otis Union 29	4	Seekonk	3	Walpole	3
Milford	4	Oxford	4	Sharon	3	Waltham	2
Millbury	2	Palmer	4	Sherborn Union 50	3	Ware	4
Millis	3	Paxton Union 64	3	Shirley Union 42	4	Wareham	4
Millville Union 44	4	Peabody	2	Shrewsbury	3	Warren Union 12	2
Milton	3	Pelham Union 26	4	Shutesbury Union 28	4	Warwick Union 18	4
Monroe Union 43	4	Pembroke Union 31	3	Somerset	4	Watertown	2
Monson	2	Petersham	4	Somerville	2	Wayland	3

APPENDIX A *(Continued)*.

IDENTIFICATION OF KIND OF COMMUNITY FOR MASSACHUSETTS SCHOOL DISTRICTS

School System	KOC	School System	KOC
Webster	4	West Springfield	4
Wellesley	3	West Tisbury Union 19	4
Wellfleet Union 54	4	Westwood	3
Wendell Union 28	4	Weymouth	3
Wenham Union 57	3	Whately Union 38	4
Westborough	3	Whitman	4
West Boylston	3	Wilbraham	3
West Bridgewater	4	Williamsburg Union 66	4
West Brookfield Union 12	4	Williamstown	3
Westfield	4	Wilmington	3
Westford	3	Winchendon	4
Westhampton Union 66	4	Winchester	3
Westminster Union 56	4	Winthrop	3
West Newbury Union 53	4	Woburn	3
Weston	3	Worcester	1
Westport	4	Wrentham	3
		Yarmouth Union 11	4

Academic Regional Schools

Acton-Boxborough	3	Gateway	4
Adams-Cheshire	4	Gill-Montague	4
Amherst-Pelham	3	Groton-Dunstable	3
Ashburnham-Westminster	4	Hamilton-Wenham	3
Athol-Royalston	4	Hampden-Wilbraham	3
Berkshire Hills	4	Hampshire	4
Berlin-Boylston	3	Hawlemont	4
Blackstone-Millville	4	King Philip	3
Bridgewater-Raynham	4	Lincoln-Sudbury	3
Buckland-Shelburne	4	Martha's Vineyard	4
Central Berkshire	3	Masconomet	3
Concord-Carlisle	3	Mendon-Upton	4
Dennis-Yarmouth	4	Mount Greylock	4
Dighton-Rehoboth	4	Mohawk Trail	4
Dover-Sherborn	3	Narragansett	3
Dudley-Charlton	4	Nashoba	4
Freetown-Lakeville	4	Nauset	4
Frontier	4	New Salem-Wendell	4
Northboro-Southboro	3	Silver Lake	3
North Middlesex	4	Southern Berkshire	4
Old Rochester	4	Spencer-East Brookfield	4
Pentucket	3	Tantasqua	4
Pioneer Valley	4	Triton	4
Plymouth-Carver	4	Uachusett	3
Quabbin	4	Warren-West Brookfield	2
Ralph C. Mahar	4	Whitman-Hanson	4

Vocational-Technical Regional Schools

Assabet Valley	3	Northern Berkshire Voc	4
Blackstone Valley Reg	4	Nashoba Valley Tech	3
Blue Hills Voc	3	Northeast Metro Voc	3
Bristol-Plymouth Voc-Tech	4	North Shore Reg Voc	3
Cape Cod Reg Voc	4	Old Colony Reg Voc	4
Franklin County	4	Pathfinder Voc-Tech	4
Greater Fall River	1	Shawsheen Valley Voc Tech	3
Greater Lawrence	1	Southeastern	1
Greater Lowell Voc-Tech	4	South Shore Voc-Tech	3
Greater New Bedford Voc-Tech	1	South Worcester County Voc	4
South Middlesex Voc Tech Reg	3	Tri County Reg Voc Tech	4
Minuteman Voc-Tech	3	Upper Cape Cod Voc Tech	4
Montachusett Voc-Tech	4	Whittier Voc	4

APPENDIX B

GENERAL FORMULAS

Performance

$$P = \left[\sum_{k=1}^{4} W_k \sum_{i=1}^{m_k} \sum_{j=1}^{n_{ki}} P_{kij}\right] \Big/ \left[\sum_{k=1}^{4} W_k \sum_{i=1}^{m_k} n_{ki}\right]$$

In the above:

- P is the performance estimate for some subgroup of the state (or for the state as a whole)
- k indexes the 4 KOC strata
- W_k is the weight assigned to all selected students in the kth stratum
- i indexes the m_k selected schools within stratum k
- j indexes the n_{ki} selected students within school i of stratum k, who also belongs to the subgroup
- P_{kij} is the performance measure of the jth such student of the ith school of stratum k

Variance

$$\text{Var}\ (P) = \sum_{k=1}^{4} \frac{m_k}{m_k - 1} \sum_{i=1}^{m_k} (L_{ki} - L_{k.})^2$$

Where:

$$L_{ki} = W_k \left[\sum_{j=1}^{n_{ki}} (P_{kij} - P)\right] \Big/ \left[\sum_{k=1}^{4} W_k \sum_{i=1}^{m_k} n_{ki}\right]$$

is the component of the Taylor series expansion of P which corresponds to the jth school of stratum k.

$$L_{k.} = \frac{1}{m_k} \sum_{i=1}^{m_k} L_{ki}$$

is the mean value of the L_{ki} across all schools in the stratum

Standard Error

$$SE(P) = \sqrt{\text{Var}\ (P)}$$

APPENDIX C
STUDENT QUESTIONNAIRE: LISTENING
MASSACHUSETTS TEST OF BASIC SKILLS
Questions About You

Please answer the following questions on your own. Your responses will remain confidential. They will be used, in combination with the responses of other students, to describe the characteristics and opinions of students taking the test.

Select only one answer for each question. Be sure to put your answer by the right question number on the answer sheet, starting with question 81 in Part C of your answer sheet.

When you have finished with the questions in the BOOKLET, turn your ANSWER SHEET over and answer the questions on the back of your ANSWER SHEET. For these questions, CIRCLE the NUMBER next to your answer.

If you have any questions about the questions in the booklet or on the back of the answer sheet, please raise your hand.

81. What sex are you?

    A. Male

    B. Female

82. Which of the following best describes the program or curriculum in which you are now enrolled?

    A. General program

    B. Vocational program

    C. College-bound program

    D. Business (commercial) program

    E. I don't know.

83. How do you like your school? Think about it OVERALL, not just today or this week.

    A. I hate it.

    B. I don't like it very much.

    C. It's OK.

    D. I like it fairly well.

    E. I like it a lot.

Please read the following job lists. Then answer Questions 84 and 85.

Category A: General laborer, factory or farm worker, gas station attendant, waiter, janitor, doorman, mail carrier, sanitation driver, trucker, bus driver, gardener, cook, machine operator, barber or beautician, delivery work, etc.

Category B: Skilled craftsperson, foreman, carpenter, mechanic, plumber, tailor, electrician, police officer, technician, practical nurse, bricklayer, fire fighter, baker, meat cutter, office or sales clerk, bank or store clerk, bookkeeper, mail clerk, secretary, cashier, etc.

Category C: Store or office manager, banker, business or farm owner, government official, real estate or insurance agent, teacher, doctor, engineer, lawyer, social worker, public accountant, dentist, registered nurse, writer, artist, scientist, minister or rabbi, etc.

Category D: Stays at home, full-time student, unemployed

84. What kind of work does your father or male guardian usually do? Choose the category above that contains jobs *most like* the job he usually does.

A. Category A

B. Category B

C. Category C

D. Category D

E. I don't have a father or male guardian, or I don't know what kind of job he does.

85. What kind of work does your mother or female guardian usually do? Choose the category above that contains jobs *most like* the job she usually does.

A. Category A

B. Category B

C. Category C

D. Category D

E. I don't have a mother or female guardian, or I don't know what kind of job she does.

86. Have you ever received special help for a hearing problem or used a hearing aid?

A. Yes

B. No

87. How often do you have difficulty understanding things you need or want to listen to?

A. Hardly ever

B. Once in a while

C. Fairly often

D. Very often

88. How often have you been given work in school aimed at helping you improve your listening skills?

A. Hardly ever

B. Once in a while

C. Fairly often

D. Very often

89. Do you think students should be required to learn the skills measured by this test by the time they finish high school?

A. Yes

B. No

Following is a set of statements numbered 90 through 95. Read each statement carefully and decide how much you agree or disagree. Fill in on your answer sheet:

A	if you STRONGLY AGREE with the statement
B	if you AGREE with the statement
C	if you DISAGREE with the statement
D	if you STRONGLY DISAGREE with the statement

STATEMENTS ABOUT STUDENTS IN YOUR SCHOOL:	Strongly Agree	Agree	Disagree	Strongly Disagree
90. Students who want to continue their education after high school are well prepared to do so.	A	B	C	D
91. Students who want to get a job after they graduate are well prepared to do so.	A	B	C	D
92. Students can graduate without knowing how to listen and speak very well.	A	B	C	D
93. Most students find their classes too easy.	A	B	C	D
94. Students have a lot of choice about what courses they can take.	A	B	C	D
95. Students are encouraged to pursue their interests in creative areas such as art or music.	A	B	C	D

APPENDIX D

STUDENT QUESTIONNAIRE: SPEAKING

MASSACHUSETTS TEST OF BASIC SKILLS
Questions About You

Please answer the following questions on part A of the answer sheet provided. Your responses will remain confidential. They will be used, in combination with the responses of other students, to describe the characteristics and opinions of students taking the test.

Do not put your name on the answer sheet or the booklet.

Use a No. 2 pencil and record your answers on the answer sheet. Please do not mark in the booklet.

For this particular answer sheet, the numbers go ACROSS the page. Be sure to put your answer by the right question number on the answer sheet.

Fill in only one slot for each question. If you change your answer, please be sure to erase your first answer completely.

Fill in the slot completely, as shown below. DO NOT mark the slot with an "X." DO NOT circle the slot.

When you have finished with the questions in the BOOKLET, turn your ANSWER SHEET over and answer the questions on the back of your ANSWER SHEET. For these questions, CIRCLE the NUMBER next to your answer.

If you have any questions about the questions in the booklet or on the back of the answer sheet, please ask the test administrator about them.

1. What sex are you?

   A. Male

   B. Female

2. Which of the following best describes the program or curriculum in which you are now enrolled?

   A. General program

   B. Vocational program

   C. College-bound program

   D. Business (commercial) program

   E. I don't know.

3. How do you like your school? Think about it OVERALL, not just today or this week.

   A. I hate it.

   B. I don't like it very much.

   C. It's OK.

   D. I like it fairly well.

   E. I like it a lot.

Please read the following job lists. Then answer Questions 4 and 5.

Category A: General laborer, factory or farm worker, gas station attendant, waiter, janitor, doorman, mail carrier, sanitation driver, trucker, bus driver, gardener, cook, machine operator, barber or beautician, delivery work, etc.

Category B: Skilled craftsperson, foreman, carpenter, mechanic, plumber, tailor, electrician, police officer, technician, practical nurse, bricklayer, fire fighter, baker, meat cutter, office or sales clerk, bank or store clerk, bookkeeper, mail clerk, secretary, cashier, etc.

Category C: Store or office manager, banker, business or farm owner, government official, real estate or insurance agent, teacher, doctor, engineer, lawyer, social worker, public accountant, dentist, registered nurse, writer, artist, scientist, minister or rabbi, etc.

Category D: Stays at home, full-time student, unemployed

4. What kind of work does your father or male guardian usually do? Choose the category above that contains jobs *most like* the job he usually does.

   A. Category A

   B. Category B

   C. Category C

   D. Category D

   E. I don't have a father or male guardian, or I don't know what kind of job he does.

5. What kind of work does your mother or female guardian usually do? Choose the category above that contains jobs *most like* the job she usually does.

   A. Category A

   B. Category B

   C. Category C

   D. Category D

   E. I don't have a mother or female guardian, or I don't know what kind of job she does.

6. Have you ever received special help for a speech difficulty (such as a lisp or a stutter)?

   A. Yes

   B. No

7. How often do you have difficulty talking about things you need or want to talk about?

   A. Hardly ever

   B. Once in a while

   C. Fairly often

   D. Very often

8. How often have you been given work in school aimed at helping you improve your speaking skills?

   A. Hardly ever

   B. Once in a while

   C. Fairly often

   D. Very often

9. How often do you have a chance to speak in your classes?

   A. Hardly ever

   B. Once in a while

   C. Fairly often

   D. Very often

10. Have you ever participated in extra-curricular or community activities which emphasize speaking skills; for example, debate or speech clubs, discussion groups, public speaking, radio, TV or film, theater or drama clubs?

    A. Yes

    B. No

Following is a set of statements numbered 11 through 22. Read each statement carefully and decide how much you agree or disagree. Fill in on your answer sheet:

A	if you STRONGLY AGREE with the statement
B	if you AGREE with the statement
C	if you DISAGREE with the statement
D	if you STRONGLY DISAGREE with the statement

STATEMENTS ABOUT STUDENTS IN YOUR SCHOOL:	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Students who want to continue their education after high school are well prepared to do so.	A	B	C	D
12. Students who want to get a job after they graduate are well prepared to do so.	A	B	C	D
13. Students can graduate without knowing how to listen and speak very well.	A	B	C	D
14. Most students find their classes too easy.	A	B	C	D
15. Students have a lot of choice about what courses they can take.	A	B	C	D
16. Students are encouraged to pursue their interests in creative areas such as art or music.	A	B	C	D

STATEMENTS ABOUT YOU:	Strongly Agree	Agree	Disagree	Strongly Disagree
17. I have no problem "jumping into a discussion" in a group.	A	B	C	D
18. I have difficulty asking my teachers to clarify or explain things, even when I don't understand them.	A	B	C	D
19. I am nervous while participating in group discussions.	A	B	C	D
20. I have no problem talking with people who are much older than I am.	A	B	C	D
21. I don't like having to call up someone I don't know on the telephone.	A	B	C	D
22. I find it hard to get a word in when I am in a group discussion.	A	B	C	D

DO NOT ANSWER QUESTION 23 UNTIL AFTER YOU HAVE COMPLETED THE SPEAKING TASKS GIVEN BY THE TEST ADMINISTRATOR.

DO ANSWER THE QUESTIONS WHICH ARE PRINTED ON THE BACK OF YOUR ANSWER SHEET.

23. Do you think students should be able to do the tasks you were asked to do in this test by the time they finish high school?

A. Yes

B. No

APPENDIX E

MASSACHUSETTS TEST OF BASIC SKILLS
SPEAKING AND LISTENING

Principal Questionnaire

Please answer the following questions. Responses to these items will be reported only in the aggregate. Your responses will be kept confidential.

Please return this questionnaire to your school coordinator for the project by the time he or she specifies. Thank you for your cooperation.

1. Please indicate who is completing the questionnaire.

   (1) ☐ Principal (2) ☐ Other (please specify): _____

2. What percent of twelfth-graders in your school are not expected to receive a high school diploma this June? (Check one.)

   (01) ☐ 0–4% (05) ☐ 20–24% (09) ☐ 40–44%

   (02) ☐ 5–9% (06) ☐ 25–29% (10) ☐ 45–49%

   (03) ☐ 10–14% (07) ☐ 30–34% (11) ☐ 50% or more

   (04) ☐ 15–19% (08) ☐ 35–39%

3. What is your opinion of the amount of emphasis on listening and speaking skills instruction in your school in relation to the needs of the majority of your students? (Check one box for each subject area.)

	Excessive	Just Right	Not Enough
A. Listening	(1) ☐	(2) ☐	(3) ☐
B. Speaking	(1) ☐	(2) ☐	(3) ☐

4. Listed below are some school subjects which emphasize speaking and listening skills. How are the following topics included in your school's curriculum? Fill in only one square for each topic. If a topic is both a unit of study and integrated into a general course, fill in the square under "concentrated unit of study."

		As a concentrated unit of study of nine (9) weeks or more	As a topic integrated into a general course	Not at all
A.	Debate, forensics or argumentation	(1) ☐	(2) ☐	(3) ☐
B.	Discussion or group process	(1) ☐	(2) ☐	(3) ☐
C.	Interpersonal communication or human relations	(1) ☐	(2) ☐	(3) ☐
D.	Speech or public speaking	(1) ☐	(2) ☐	(3) ☐
E.	Radio, TV or film	(1) ☐	(2) ☐	(3) ☐
F.	Theater, drama or oral interpretation	(1) ☐	(2) ☐	(3) ☐
G.	Other	(1) ☐	(2) ☐	(3) ☐
	_____			
H.	Other	(1) ☐	(2) ☐	(3) ☐
	_____			

5. Listed below are some extracurricular activities which emphasize speaking and listening skills. For each activity, fill in whether or not your school offers this activity. If your school offers any other speaking and listening activities that are not listed in Parts A through D, use the "Other" categories in Parts E and F. For each activity you list, write the name of it on the line provided.

		Yes	No
A.	Debate or forensics	(1) ☐	(2) ☐
B.	Public speaking	(1) ☐	(2) ☐
C.	Radio, TV or film	(1) ☐	(2) ☐
D.	Theater or drama	(1) ☐	(2) ☐
E.	Other	(1) ☐	(2) ☐

_____

F.	Other	(1) ☐	(2) ☐

_____

6. The purpose of the following set of questions is to help us gauge the impact of the Basic Skills Improvement Policy on the general climate of Massachusetts secondary schools.

For the following statements, read each statement carefully, decide how much you agree or disagree, and check the appropriate box.

STATEMENTS ABOUT YOUR SCHOOL:	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Most students know what they're expected to learn in their classes.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
B. Teachers are encouraged to design their own courses.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
C. Most teachers have adequate time to give students extra help.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
D. Many teachers work hard to individualize instruction.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
E. Students who want to continue their education after high school are well prepared to do so.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
F. Students who want to get a job after they graduate are well prepared to do so.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
G. Students can graduate without knowing how to listen or speak very well.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
H. Most students find their classes too easy.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
I. Students have a lot of choice about what courses they can take.	(1) ☐	(2) ☐	(3) ☐	(4) ☐
J. Students are encouraged to pursue their interests in creative areas such as art or music.	(1) ☐	(2) ☐	(3) ☐	(4) ☐

APPENDIX F

MASSACHUSETTS TEST OF BASIC SKILLS
SPEAKING AND LISTENING

Teacher Questionnaire

Please answer the following questions. Responses to these items will be reported only in the aggregate. Your responses will be kept confidential.

Please return this questionnaire with the holistic speaking ratings sheets to your school coordinator for the project by the time he or she specifies. Thank you for your cooperation.

1. What subject area do you teach primarily?

   _____

2. How much difficulty did you have understanding any part of the Speaking Ratings Guide? Write specific comments about the guide to the right of your rating.

   Comments:

   (1) ☐ None

   (2) ☐ Some

   (3) ☐ A lot

3. How confident do you feel about the accuracy of the ratings you made of students' speaking skills? Write specific comments about how confident you feel to the right of your rating.

   Comments:

   (1) ☐ Very confident

   (2) ☐ Somewhat confident

   (3) ☐ Not at all confident

4. How beneficial do you feel teacher ratings of students' speaking skills are to schools and teachers? Write your specific comments about benefits to the right of your rating.

   Comments:

   (1) ☐ Very beneficial

   (2) ☐ Somewhat beneficial

   (3) ☐ Not at all beneficial

5. Please give us any additional comments which you think would be helpful about the holistic rating approach. Use the back of this questionnaire for your comments.